BAY AREA TECHNOLOGY SCHOOL

Bay Area Technology School

"It's going to be a great day at BayTech!"

A PETITION FOR CHARTER RENEWAL

Submitted to:
Oakland Unified School District Board of Education
November 6, 2025

For the term July 1, 2026 - June 30, 2028

Submitted by:
Seth Feldman and Bay Area Technology School

TABLE OF CONTENTS

TABLE OF CONTENTS 2

AFFIRMATIONS, DECLARATIONS, AND ASSURANCES 5

INTRODUCTION 9

ELEMENT 1 – EDUCATIONAL PROGRAM 22

A. TARGET POPULATION & COMMUNITY NEED 28

B. PHILOSOPHY & APPROACH TO INSTRUCTION 34

C. INSTRUCTIONAL DESIGN 42

D. GRADUATION REQUIREMENTS 107

E. SCHOOL CULTURE AND FAMILY ENGAGEMENT 114

F. STAFF DEVELOPMENT 118

G. SPECIAL POPULATIONS 128

ELEMENT 2 (MEASURABLE PUPIL OUTCOMES) AND ELEMENT 3 (METHOD OF MEASURING PUPIL OUTCOMES) 175

A. MEASURABLE PUPIL OUTCOMES 177

B. ANNUAL ACADEMIC GOALS ALIGNED TO STATE PRIORITIES 183

A. SUMMARY 194

B. THEORY OF ACTION ON ASSESSMENTS 194

C. MULTIPLE MEASURES 195

D. STATE ASSESSMENTS 196

E. DATA USE AND REPORTING 197

F. LOCAL CONTROL AND ACCOUNTABILITY PLAN 199

G. SCHOOL ACCOUNTABILITY REPORT CARD 200

H. DISTRICT VISITATION AND INSPECTION 200

ELEMENT 4 (GOVERNANCE) 201

A. GOVERNANCE STRUCTURE 203

B. NON-PROFIT PUBLIC BENEFIT CORPORATION 207

C. BOARD OF DIRECTORS 207

D. GOVERNANCE PROCEDURES AND OPERATIONS 212

E. EXECUTIVE DIRECTOR 214

F. PRINCIPAL 216

G. STAKEHOLDER INVOLVEMENT & DISPUTE RESOLUTION 218

ELEMENT 5 (EMPLOYEE QUALIFICATIONS) 221
A. OVERVIEW 222
B. CODE OF PROFESSIONALISM 222
C. RECRUITMENT 224
D. SELECTION 224
E. EMPLOYEE QUALIFICATIONS 225
ELEMENT 6 (HEALTH AND SAFETY) 233
A. OVERVIEW 234
B. HEALTH AND WELLNESS 235
C. SCHOOL SAFETY PLAN 243
D. ADDITIONAL POLICIES 245
E. EMPLOYEE TRAINING 247
ELEMENT 7 (BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS) 249
A. OVERVIEW 249
B. DEMOGRAPHIC REVIEW AND RECRUITMENT STRATEGIES 249
C. RECRUITMENT STRATEGIES 250
D. TARGETED OUTREACH TO ACHIEVE BALANCE 251
E. SYSTEMS AND SUPPORTS TO RETAIN TARGET STUDENT GROUPS 253
ELEMENT 8 (ADMISSIONS POLICIES AND PROCEDURES) 255
A. OVERVIEW 256
B. RECRUITMENT AND APPLICATION PROCESS 257
C. ADMISSION PROCESS 258
D. ENROLLMENT PROCESS 261
ELEMENT 9 (INDEPENDENT FINANCIAL AUDITS) 263
A. FISCAL AUDIT 263
B. INDEPENDENT AUDITOR SELECTION AND RESPONSIBILITIES 263
C. FINANCIAL REPORTING TO OUSD AND REGULATORY AGENCIES 263
D. AUDIT COMPLIANCE AND RESOLUTION OF FINDINGS 264
E. FINANCIAL OPERATIONS AND COMPLIANCE 264
ELEMENT 10 (PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED OR EXPELLED) 266
A. CODE OF CONDUCT 268
B. SUSPENSION, EXPULSION, AND INVOLUNTARY REMOVAL 269
C. PROCEDURES 270

ELEMENT 11 (EMPLOYEE RETIREMENT SYSTEMS) 290
A. WORK BASIS 290
B. COMPENSATION 290
C. BENEFITS 290
D. RETIREMENT 290
ELEMENT 12 (PUPIL ATTENDANCE ALTERNATIVES) 292
ELEMENT 13 (EMPLOYEE RIGHTS OF RETURN) 293
ELEMENT 14 (DISPUTE RESOLUTION) 294
Complaint and Dispute Resolution Process 296
ELEMENT 15 (CLOSURE PROCEDURES) 298
Additional Closure Procedures 305
ADDITIONAL PROVISIONS 307
A. INTERPRETING THE CHARTER 310
B. REVOKING THE CHARTER 311
C. TERMS OF CHARTER RENEWAL PETITION 311
FINANCE AND OPERATIONS 312
A. BUDGET AND FINANCIAL PLAN 312
B. ADMINISTRATIVE SERVICES 312
C. BAYTECH FACILITIES 314

AFFIRMATIONS, DECLARATIONS, AND ASSURANCES

Affirmation of Conditions Described in Education Code Section 47605(e)

Bay Area Technology School (also referred to herein as "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or immigration status. (Ed. Code § 47605(e)(1))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

    a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

    b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

    c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

    d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq*.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

    a. The California Code of Regulations

    b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)

    c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)

d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment

f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

INTRODUCTION

A Story of Resilience and Demonstrated Growth

Bay Area Technology School respectfully submits this petition for a two-year charter renewal under California Education Code Section 47607.2(a)(4). BayTech is identified as a low-performing school under the state's charter renewal framework, a designation the school fully acknowledges and has treated as a call to action. The school serves 83.5% socioeconomically disadvantaged students, 26.2% English learners, and nearly half identifying as Latino or Black/African American.

Founded in 2004 to close opportunity gaps for Oakland students, BayTech provides a rigorous, technology-driven college-preparatory program serving predominantly low-income, multilingual learners from historically underserved communities. When viewed in historical context and alongside peer schools, the data tells a powerful story of resilience, recovery, and a demonstrated capacity to foster significant student growth. A two-year renewal is not only warranted but essential to allow BayTech to build upon its hard-won momentum while maintaining a high degree of accountability.

The results of this work are clear. In 2023–24, every BayTech graduate completed the UC/CSU A–G requirements, and 92.5 percent graduated on time. Together with a 31-point drop in chronic absenteeism, the lowest suspension rate among comparable Oakland high schools, and an 11.9-point improvement in English Learner Progress, these outcomes show that BayTech's recovery now translates into measurable, system-wide academic success.

This petition demonstrates that BayTech meets the specific criteria for the renewal of a low-performing school as outlined in California Education Code (EC) Section 47607.2(a)(4). The evidence will show that the school has (A) taken meaningful steps to address the underlying causes of low performance through a comprehensive, board-approved Performance Improvement Plan, and (B) achieved measurable increases in academic achievement, supported by clear and convincing evidence from verified data (see Appendix 6). Our recent successes, particularly in improving school climate and accelerating student learning, provide a compelling case for renewal.

BayTech's fiscal and governance systems remain strong, with balanced multi-year budgets, clean audits, and active board oversight ensuring the consistent implementation of improvement plans and accountability systems.

We respectfully request renewal under EC 47607.2(a)(4) and provide the record necessary for the authorizer to make the required written factual findings.

Meeting the Legal Standard for a Two-Year Renewal

The State of California provides a pathway for low-performing schools to earn a two-year renewal by demonstrating a substantive turnaround. Under Education Code Section 47607.2(a)(4), the authorizer may grant renewal if written factual findings confirm that the school has met two critical requirements: (1) meaningful steps to address the causes of low performance and (2) measurable increases in academic achievement. BayTech has demonstrated both, supported by strong gains in school climate, verified academic growth, and systemwide instructional reform.

1. Meaningful Steps to Address the Underlying Causes of Low Performance

BayTech's low-tier classification stemmed largely from challenges in engagement and climate following the September 2022 school shooting and the lingering impacts of the COVID-19 pandemic. The shooting, which occurred on the shared King Estates campus, caused lasting trauma that led to elevated absenteeism, increased disciplinary incidents, and disrupted learning. At the same time, pandemic-era learning loss widened existing achievement gaps across all subgroups.

In the immediate years following these crises, BayTech prioritized school culture, safety, and targeted supports for English Learners as the foundation for academic recovery. The school implemented trauma-informed practices, expanded mental health and counseling services, and launched structured mentorship programs that connected older students with younger peers. At the same time, BayTech strengthened instructional support for English Learners by integrating designated and integrated ELD into all content areas and adding bilingual instructional aides. These early recovery efforts yielded clear, measurable gains in school climate and student engagement.



Figure 0.1: Buttercup, BayTech's equine therapy partner, supported student wellness during the school's trauma-informed recovery efforts (2022–23).

The results of these efforts are evident in the 2023 to 2024 California School Dashboard, where BayTech moved two critical climate indicators from “Red” to “Green” and “Orange” within a single year—a reflection of the school’s deliberate focus on belonging, stability, and the needs of multilingual learners.

Figure 0.2: BayTech’s Year-over-Year Performance on Key State Dashboard Indicators (2023–2024)

Indicator	**2023 Performance**	**2024 Performance**	**Change**	**Status**
Suspension Rate	11.5% (Red)	3.5% (Green)	-8.0 points	Dramatically Improved
Chronic Absenteeism	40.0% (Red)	25.5% (Orange)	-14.5 points	Dramatically Improved
English Learner Progress	29.0% (Red)	40.9% (Yellow)	+11.9 points	Significant Recovery

While there is still work to be done, we have significantly reduced chronic absence across all sub-groups.

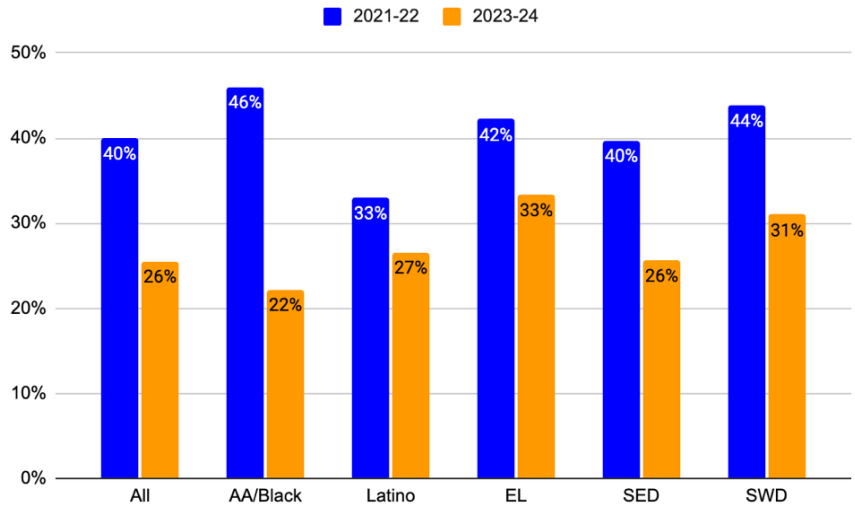


Figure 0.3: 21-22 to 23-24 Chronic Absence Comparison

Having stabilized school climate and rebuilt trust among students and families, BayTech adopted a comprehensive Performance Improvement Plan (PIP) on June 12, 2025. The plan builds on the systems developed during recovery and launches the next phase of improvement focused on academic acceleration and operational stability across four focal areas: English Language Arts, Mathematics, Chronic Absenteeism, and Enrollment Stability. Aligned with the OUSD School Quality Review (SQR) rubric, the PIP establishes measurable goals, defined progress-monitoring cycles, and clear decision rules to ensure accountability and sustained growth.

Together, the early recovery work and the formalized PIP demonstrate BayTech's organizational capacity to identify root causes, implement targeted supports, and sustain improvement over time. The cultural transformation of 2023–24 laid the foundation for the rigorous academic improvement now underway in 2025–27.

Specific Program Improvement Actions Implemented and Planned

BayTech's board-approved Performance Improvement Plan codifies a research-based roadmap for accelerated improvement, with concrete strategies, measurable targets, and clear accountability systems that directly address the underlying causes of low performance. (See Appendix 8.)

Academic Acceleration Strategies
BayTech has fully adopted National Geographic Edge for ELA with pacing fidelity, instructional walk-throughs, and writing calibration cycles, and Carnegie Learning for Mathematics with unit pacing and aligned CFAs. For targeted literacy support, the school now uses the Reading Period for small-group instruction three days per week (about 3–6 students per group), aligned to Edge, with ≥85 percent implementation fidelity and ≥80 percent student attendance. A Literacy Lab provides Tier 3 support tied to diagnostic data. In Math, Math Lab operates four days per week in small groups focused on prerequisite skills and current unit needs. The school administers i-Ready for verified historical growth reporting through 2024–25 and transitions to Exact Path beginning in 2025–26 to drive regrouping by strand after each cycle. Common formative assessments trigger reteach within 48 hours when students fall below mastery thresholds.

Attendance and Engagement Strategies
Recognizing that transportation barriers contributed to chronic absenteeism, BayTech launched a school-operated van system on three routes, with stops adjusted using on-time arrival and ridership data and expanded as demand warrants. The secure Fruitvale facility, paired with these routes, has been a key driver of improved attendance and helped produce the 14.5-point reduction in chronic absenteeism between 2023 and 2024. The school implements the Attendance Works three-tier framework with positive universal messaging, Tier 2 mentor check-ins for students at risk, and Tier 3 home visits conducted by the Executive Director and Dean of Students. BayTech also uses a same-day attendance contact sequence that escalates from text to phone to conference based on tier. Automated, positively framed attendance letters and texts keep families informed, and weekly Attendance Team reviews ensure rapid response when students fall behind. To sustain a safe climate that supports engagement, BayTech continues to allocate 10 percent of LCFF funds to

professional security staff in direct response to teacher, family, and student advocacy following the 2022 shooting.

Family Partnership and Communication

Family partnership remains central to BayTech's improvement work. The school operates on five-week grading cycles with corresponding parent-teacher conferences, ensuring frequent checkpoints and timely family feedback. The school hosts family literacy workshops and Math Nights with take-home routines and progress updates, providing families with concrete strategies to support student learning at home. Monthly attendance updates are sent to families of at-risk students, and the school holds Coffee with the Principal eight times per year for open dialogue and collaborative problem-solving. Grade-level family nights are tailored to academic planning and college readiness, addressing important student milestones and transition points.

Data-Driven Monitoring and Accountability

The Performance Improvement Plan uses monthly pulse checks and quarterly deep dives with clear decision rules that trigger support when students fall behind. Students move to Tier 2 if Exact Path mastery is below 70 percent, and to Tier 3 if a common formative assessment score is below 50 percent or the absence rate exceeds 5 percent. If midyear Distance from Standard growth is under 5 points, the team increases tutoring time or regroups the student for more targeted instruction. Writing instruction runs on a weekly data cycle across organization, evidence, elaboration, and conventions, with mini lessons and reteach days added any time strand averages fall below target. Together, these protocols create a continuous feedback loop between data, instruction, and intervention so that actions are timely, evidence-based, and sustained.

Specific Two-Year Targets

The Performance Improvement Plan establishes ambitious but achievable targets for the 2025-2027 renewal period:

Figure 0.4: BayTech's Measurable Pupil Outcome Targets by Focal Area (2025–2027)

Focal Area	**Baseline (2023-24)**	**Year 1 Target (2025-26)**	**Year 2 Target (2026-27)**
ELA (All Students)	-56.0 DFS (Orange)	-46.0 DFS (Yellow)	-36.0 DFS (Yellow)
Math (All Students)	-111.4 DFS (Orange)	-95.0 DFS (Yellow)	-85.0 DFS (Yellow)

Chronic Absenteeism	25.5% (Orange)	20.0% (Yellow)	15.0% (Yellow)
EL Progress (ELPI)	40.9% (Yellow)	43.0% (Yellow)	45.0% (Yellow)

For key subgroups, the plan targets 15-point gains in ELA and 20-point gains in Math for English Learners, Students with Disabilities, and Black/African American students. These measurable goals, coupled with defined monitoring rules and governance oversight, provide the authorizer with clear evidence that BayTech is implementing a comprehensive, data-driven plan that meets the intent of EC 47607.2(a)(4)(A).

2. Measurable Increases in Academic Achievement with Verified Data

While school climate was recovering, BayTech also maintained a rigorous focus on academic instruction, yielding significant and measurable increases in student achievement. This progress is most powerfully demonstrated through nationally normed, verified data from the i-Ready Diagnostic assessment (see Appendix 6). Because i-Ready is a state-approved, nationally normed diagnostic, it qualifies as verified data under EC Section 47607.2(c). With over 95% student participation annually, these data provide clear and convincing evidence that BayTech is achieving measurable increases in academic achievement as required by statute.

Figure 0.5: i-Ready Verified Growth Data (2021-22 to 2024-25)

Year	**Math Median Growth**	**Reading Median Growth**	**Math % Met Benchmark**	**Reading % Met Benchmark**
2021–22	150%	129%	60%	55%
2024–25	264%	271%	71%	67%

By 2024-25, the median BayTech student achieved 2.6 times expected annual growth in Mathematics and 2.7 times expected annual growth in Reading. This extraordinary academic acceleration represents students making more than 2.5 years of progress in a single year, successfully closing learning gaps that were exacerbated by the pandemic and school-site trauma. Equally important, proficiency rates rose steadily, with the percentage of students meeting i-Ready

benchmarks increasing from 60% to 71% in Math and from 55% to 67% in Reading over three years.

Subgroup Performance on Verified i-Ready Data (2024–25):

- African American students: 263% of expected annual growth in ELA, 217% in Math
- Socioeconomically Disadvantaged students: 317% in ELA, 278% in Math
- Students with Disabilities: 217% in Reading, 211% in Math
- English Learners: 294% in Reading, 233% in Math

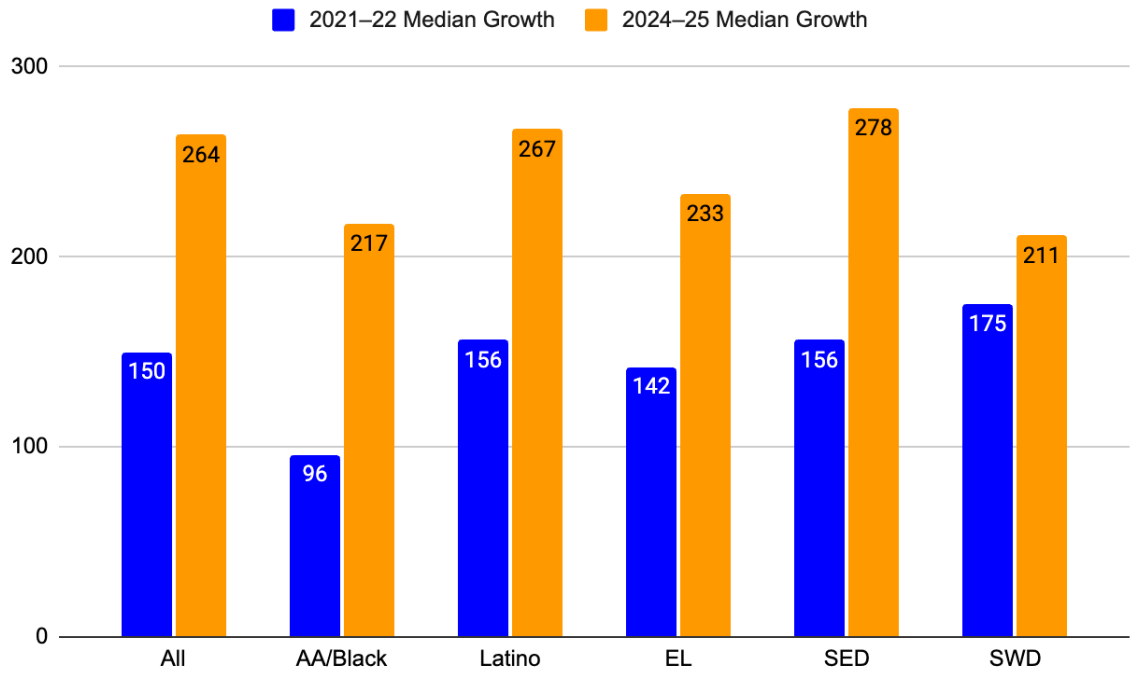


Figure 0.6: Median Growth in i-Ready Math 20-21 to 24-25 comparison

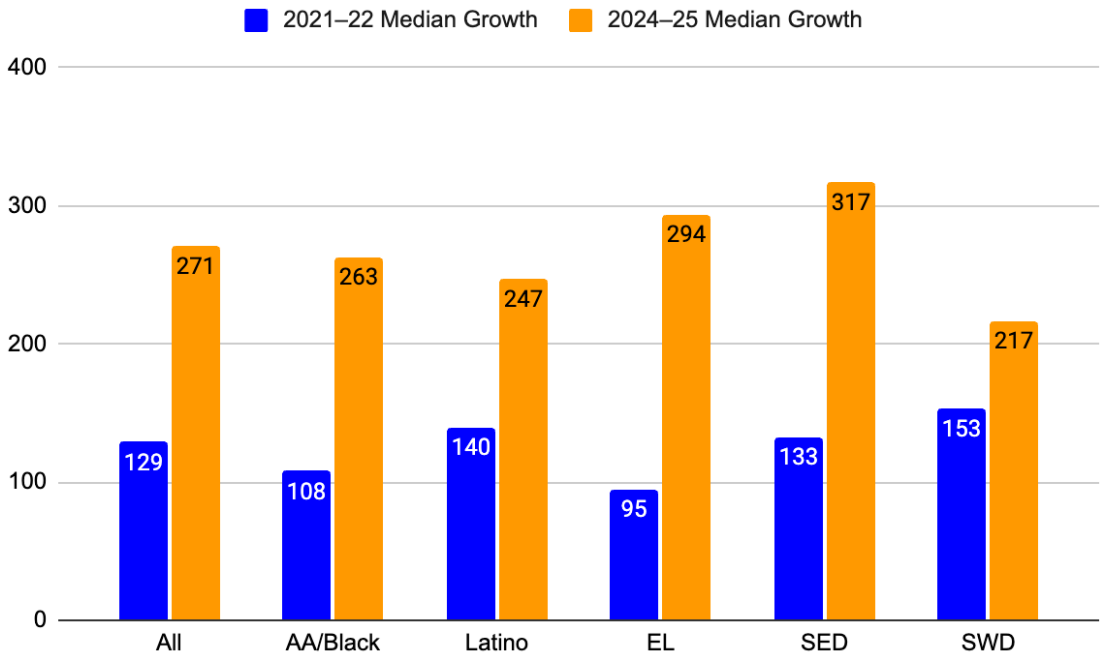


Figure 0.7: Median Growth in i-Ready Reading 20-21 to 24-25 comparison

These results demonstrate that BayTech's improvement extends across all major subgroups, including those most affected by learning loss and trauma. The verified data are further supported by the California School Dashboard, which shows a 20-point improvement in Mathematics since 2022 (-131.5 to -111.4 Distance from Standard) and stable English Language Arts performance at -56 DFS despite higher statewide rigor.

In 2024–25, BayTech achieved a 92.5% graduation rate, with 100% of graduates meeting UC A-G requirements, confirming that its college-preparatory model is translating into postsecondary readiness.

Taken together, these outcomes—accelerated growth on verified interim assessments, multi-year Dashboard gains, and exemplary graduation performance—constitute clear and convincing evidence that BayTech is achieving measurable increases in academic achievement consistent with EC Section 47607.2(a)(4)(B).

These results build on a three-year trajectory of recovery. Following the pandemic and the 2022 campus shooting, BayTech faced severe disruptions to learning and attendance. Since then, the school has moved from crisis to stability, reversing every major climate indicator and sustaining academic growth across all subgroups. The 2024 Dashboard reflects continued progress, not decline, confirming the school's capacity to implement lasting improvement.

Performance in Context: Comparison with Key Oakland High Schools

BayTech's 2024 results demonstrate that it performs at or above the level of most Oakland high schools serving similar high-needs populations (83.5% socioeconomically disadvantaged, 26.2% English learners). For this analysis, the comparison group is Oakland's comprehensive public high schools with comparable demographics (≥70% SED and ≥10% EL): Oakland High, Oakland Technical, Skyline, Fremont, Castlemont, and McClymonds. Within this peer set, BayTech ranks #1 in Mathematics, #1 in Suspension Rate, #1 in English Learner Progress, #3 in English Language Arts, and #1 in Graduation Rate. These outcomes show that BayTech's low-tier classification understates its performance relative to other high-needs Oakland schools.

Figure 0.8: 2024 Dashboard Comparison: BayTech and OUSD High Schools

School	**ELA (DFS, Color)**	**Math (DFS, Color)**	**EL Progress (%, Color)**	**Suspen-sion (%, Color)**	**Gradua-tion (%, Color)**	**Meeting A-G (%)**
BayTech Rank	***#3 of 7***	***#1 of 7***	***#1 of 7***	***#1 of 7***	***#1 of 7***	***#1 of 7***
Bay Area Technology	–56.0, Orange	–111.4, Orange	40.9, Yellow	3.5, Green	92.5, No Color	92.5
Oakland High	–45.9, Orange	–117.8, Orange	25.8, Red	3.6, Green	86.1, Green	50.9
Oakland Technical	–50.6, Orange	–133.8, Orange	31.6, Red	3.8, Orange	91.4, Green	69.8
Skyline	–78.1, Orange	–153.8, Orange	34.2, Red	5.7, Green	91.0, Blue	64.5

Fremont	–155.9, Orange	–235.7, Orange	20.0, Red	8.0, Yellow	81.3, Green	48.4
Castlemont	–188.1, Orange	–193.9, Orange	25.9, Yellow	10.0, Yellow	68.8, Yellow	27.7
McClymonds	–128.4, Red	–223.7, Red	Suppressed (<11)	16.6, Red	84.3, Orange	59.4

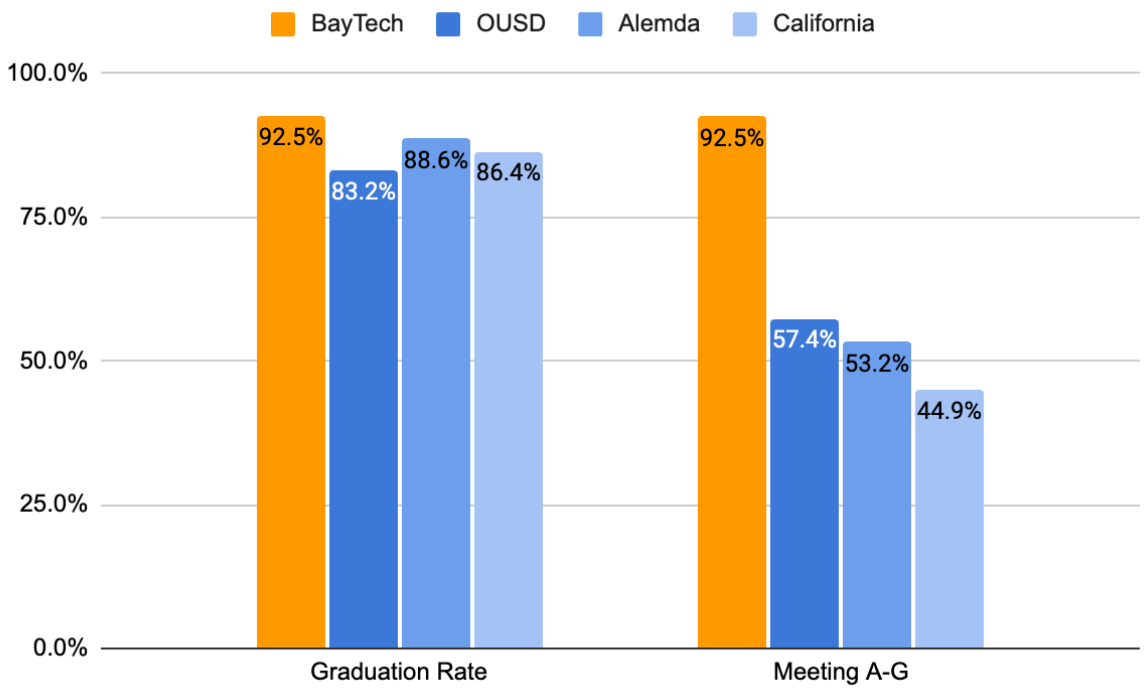


Figure 0.9: BayTech's A–G and graduation rates (2023-24) exceed district averages and are competitive with county and state results.

BayTech's instructional model enables incoming sixth graders to be met where they are academically and rapidly accelerates their learning, resulting in performance levels that surpass those of eighth graders at nearly all comparable Oakland middle schools in both Reading and Mathematics:

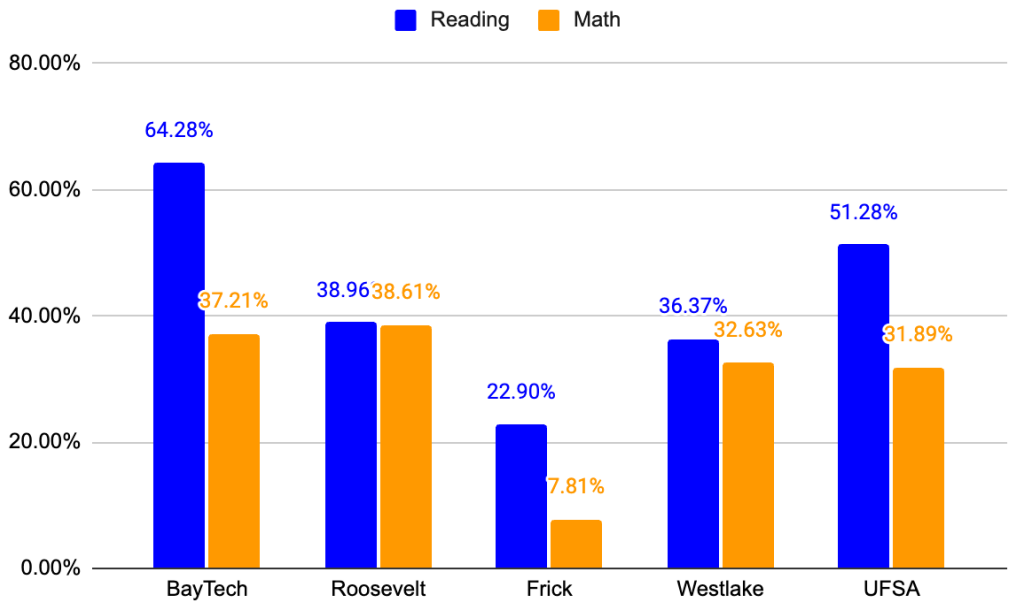


Figure 0.10: Percent of 8th Graders Approaching or Meeting Standards (CAASPP 2024)

Outperforming Peers in Critical Areas

BayTech's performance reflects a clear and sustained turnaround relative to its peer environment. The school leads all district high schools in the indicators prioritized in its Performance Improvement Plan: school climate (lowest suspension rate) and English learner progress. Academically, BayTech ranks first in Mathematics and third in English Language Arts, with 100 percent of graduates meeting UC A–G requirements and a 92.5 percent graduation rate—the highest among the district comparison group.

This record of improvement is achieved while serving a student population with greater socioeconomic and linguistic needs than most peers. The school's current "low-tier" designation therefore reflects systemic challenges faced by high-needs schools citywide, not a lack of improvement or competitiveness. Within this context, BayTech demonstrates the measurable progress and organizational capacity required for renewal under Education Code Section 47607.2(a)(4).

The First Year at the New Campus: Rebuilding Community and School Pride

The 2024–25 school year marks BayTech's first full year at its newly renovated Fruitvale campus, which has quickly become a cornerstone of the school's recovery and culture of belonging. The new facility, paired with a safe, reliable transportation system, has revitalized engagement, attendance, and student life.

BayTech now operates four daily transportation routes connecting East Oakland neighborhoods—including Cox, the former King Estates site, and the highest-need attendance zones—to the new

campus. This investment in access has driven Average Daily Attendance to ~96%, the highest in school history.

The new campus has also sparked a renaissance in school culture. Home volleyball games now sell out, and school dances for both middle and high school students—held for the first time in years—have drawn strong participation and improved campus morale. A student leadership class now produces daily video announcements, giving students ownership of communication and community life.

Academic and creative enrichment have also expanded. BayTech launched a new "BayTech Genius Bar" elective, where students design and build computers from component parts, reflecting the school's technology-centered mission. This elective is also driving post-graduate plans for several of our students. Electives have become more focused on college-bound skills and career readiness while maintaining flexibility. This student-driven process allows for experimentation and innovation rather than rigid standardization, and students choose from a wide array of classes including real estate, investing, AP classes, and cosmetology licensing.

These cultural and operational improvements demonstrate that BayTech's turnaround is not only academic but also deeply rooted in community connection, student voice, and equitable access. The school's strong climate indicators, rising attendance, and renewed school spirit reflect a thriving learning environment ready to sustain long-term success.

Conclusion: A Compelling Case for a Two-Year Renewal

BayTech's story is one of resilience, recovery, and measurable progress. The school community has faced extraordinary adversity and emerged with a demonstrated capacity to improve and a clear trajectory of growth. BayTech meets—and exceeds—the legal standard for a two-year renewal under Education Code Section 47607.2 by providing clear, verified evidence of both:

1. **Meaningful Steps Toward Improvement** through a comprehensive, board-approved Performance Improvement Plan with defined strategies, timelines, and measurable targets for ELA, Math, Chronic Absenteeism, and Enrollment Stability.

2. **Measurable Academic Growth** demonstrated by verified i-Ready data showing 264% growth in Math and 271% in Reading, supported by Dashboard gains in Math (+20.1 points since 2022), EL Progress (+11.9%), and a dramatic recovery in school climate indicators.

When viewed in both historical and comparative context, BayTech's performance tells the story of a resilient organization effectively serving its students. The school's prior low-tier classification reflects the extraordinary crises of 2022–2023, not its current capacity or performance. The gains achieved from 2023 to 2024, including multiple indicators moving from Red to Green, Yellow, or Orange, demonstrate the systems and leadership strength necessary for continued improvement.

The proposed two-year renewal (2026–2028) aligns directly with the Performance Improvement Plan timeline, ensuring continued accountability while allowing BayTech to demonstrate sustained

academic and operational growth. By 2027, BayTech projects Yellow performance in both ELA and Math, chronic absenteeism below 15%, and continued excellence in school climate, outcomes that will position the school for a full-term renewal.

We respectfully request renewal under EC 47607.2(a)(4) and submit the record necessary for the authorizer to make the required written factual findings that BayTech has taken meaningful steps and achieved measurable increases in academic achievement.

ELEMENT 1 – EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." – Ed. Code § 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." – Ed. Code § 47605(c)(5)(A)(ii)

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the

IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Figure 1.1: Projected Student Enrollment by Grade

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	**Year 0 2025-26**	**Year 1 2026-27**	**Year 2 2027-28**	*Year 3 2028-29*	*Year 4 2029-30*
6	25	40	40	*45*	*45*
7	23	33	40	*45*	*45*
8	22	32	40	*45*	*45*
9	33	40	43	*47*	*47*
10	33	40	43	*46*	*46*
11	32	40	42	*46*	*46*
12	32	40	42	*46*	*46*
Total	**200**	**265**	**290**	*320*	*320*

Special Education

Compliance with Federal and State Laws

Charter School complies with all applicable state and federal laws in serving students with disabilities, including but not limited to the Individuals with Disabilities Education Act (IDEA),

Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA). BayTech ensures students with disabilities are not excluded from participation in, denied benefits of, or subjected to discrimination in any program or activity. All BayTech facilities meet ADA requirements to ensure accessibility for all students, staff, and visitors with disabilities.

SELPA Membership and LEA Status

BayTech operates as its own Local Educational Agency (LEA) for special education purposes and holds membership in the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). BayTech remains a member in good standing of the El Dorado Charter SELPA and complies with all SELPA policies, procedures, and forms. Any changes in SELPA membership will be communicated to the district, SELPA, and the California Department of Education by June 30 of the prior year.

Services for Students under IDEA

BayTech provides the following assurances to meet the educational needs of students with disabilities:

1. **Free Appropriate Public Education (FAPE):** Ensures FAPE is provided to all enrolled students, including children with disabilities who may be suspended or expelled.
2. **Child Find:** Actively identifies, locates, and evaluates all students with disabilities, including coordination with prior schools to obtain cumulative files and Individualized Education Programs (IEPs).
3. **Full Educational Opportunity:** Provides students with disabilities access to the full range of educational programs and extracurricular activities available to students without disabilities.
4. **Least Restrictive Environment (LRE):** Educates students with disabilities alongside their non-disabled peers to the maximum extent appropriate. Supplementary aids and services are provided in the general education environment as specified in the student's IEP.
5. **State Assessments:** Ensures students with disabilities participate in state assessments with necessary accommodations and modifications, as outlined in their IEP or 504 Plan.
6. **Individualized Education Program (IEP):** Develops, reviews, and revises IEPs annually for each eligible student under IDEA. Triennial reassessments are conducted or more frequently if requested by a parent or teacher.
7. **Confidentiality and Procedural Safeguards:** Protects the confidentiality of student data at all stages and provides students and parents with safeguards during identification, evaluation, and placement.
8. **Personnel Standards:** Recruits, hires, and trains qualified, credentialed personnel to provide special education services in compliance with IDEA, SELPA policies, and state law.

Identification and Referral

BayTech follows a structured process for identifying and referring students for special education services:

1. **Child Find:** Ensures all new students are screened for potential disabilities upon enrollment. BayTech coordinates with prior schools to obtain educational records, including prior IEPs or evaluations.
2. **General Education Interventions:** The Student Study Team (SST) and Response to Intervention (RTI) frameworks attempt to address students' needs within the general education setting before a formal referral.
3. **Referral Process:** Referrals can be initiated by teachers, parents, or other stakeholders. Parents have the right to request an assessment in writing, prompting BayTech to provide an assessment plan within 15 days. If general education interventions do not meet the student's needs, the SST recommends a formal evaluation.

Assessment Procedures

BayTech conducts comprehensive evaluations to determine eligibility for special education services, adhering to the following procedures:

1. **Types of Assessments:** Evaluations may include individual testing, classroom observations, structured interviews, and a review of educational records. Assessments are conducted in the student's primary language, with interpreters provided as necessary.
2. **Qualified Personnel:** Assessments are conducted by trained and knowledgeable professionals in the student's suspected areas of disability.
3. **Non-Discriminatory Practices:** Tools and methods are selected and administered to ensure validity and reliability, free from racial, cultural, or linguistic bias.
4. **Timelines and Consent:** Assessments are completed within 60 days of receiving written parental consent. Results are reviewed at an IEP meeting to determine eligibility and necessary services.
5. **Multidisciplinary Teams:** Evaluations involve a team of professionals, including general and special education teachers, school psychologists, and related service providers, to ensure a holistic approach.

IEP Development and Implementation

BayTech's IEP process ensures individualized support for each student's unique needs:

1. **Team Composition:** The IEP team includes the student's parents/guardians, general and special education teachers, a school administrator, related service providers, and the student (when appropriate). Parents are recognized as key stakeholders, and their schedules and needs are accommodated for effective participation.
2. **IEP Components:** Each IEP includes:
    - Present levels of academic achievement and functional performance.
    - Annual goals and short-term objectives.
    - Special education and related services to be provided.
    - Accommodations, modifications, and assistive technology.
    - Progress monitoring and reporting methods.

3. **Transfer Students:** For students transferring mid-year, BayTech provides comparable services while reviewing prior IEPs and developing a new one, if necessary.
4. **Progress Monitoring:** Progress toward IEP goals is tracked regularly and formally reported to parents three times per year, aligning with general education reporting periods.

Section 504 Plans

BayTech ensures students with disabilities who do not qualify for IDEA services receive accommodations under Section 504:

1. **Eligibility Determination:** The 504 team reviews student records, assessments, and other relevant data to determine eligibility.
2. **504 Plan Development:** Plans specify necessary accommodations to ensure access to FAPE. Examples include extended time on tests, preferential seating, and assistive technology.
3. **Review and Implementation:** 504 Plans are reviewed annually and shared with all educators responsible for implementation. Training is provided to general education teachers to ensure accommodations are effectively applied.

Funding for Special Education Services

BayTech assumes financial responsibility for providing FAPE to students with disabilities, meeting SELPA Maintenance of Effort (MOE) requirements. State and federal special education funds are received directly from the SELPA and allocated to ensure compliance and service delivery.

Non-Public Placements and Non-Public Agencies

BayTech may contract with non-public schools or agencies to meet specific student needs. All providers are credentialed and monitored in alignment with SELPA policies.

Parent Engagement and Complaints

BayTech values parent input and has established protocols for addressing concerns related to special education services:

1. **Procedural Safeguards:** Parents are informed of their rights, including the right to mediation or due process hearings.
2. **Complaint Resolution:** Concerns are investigated promptly, with timely communication to parents regarding outcomes.

Professional Development

BayTech invests in ongoing professional development to build the capacity of special education and general education staff. Training topics include:

- Evidence-based instructional practices.

- Accommodations and modifications for students with disabilities.
- Behavior intervention strategies, including PBIS.
- Specific curricula and tools (e.g., Orton-Gillingham, SIPPS).

General education staff receive annual training on the SST process, identification of students with disabilities, and the implementation of 504 Plans and IEPs.

Interim and Initial Placements

For transfer students with existing IEPs, BayTech provides comparable services upon enrollment, aligning with California Education Code Section 56325. New IEPs are developed if necessary, following assessments.

Non-Discrimination Policy

BayTech ensures equal access to its programs and services for all students, regardless of the nature or severity of their disabilities. No student is denied admission or access to services based on disability status.

BayTech's comprehensive approach to special education aligns with federal/state laws and SELPA policies, ensuring students with disabilities receive equitable and effective services. Through robust identification, individualized support, and ongoing collaboration with families, BayTech fosters academic, social, and emotional growth in an inclusive environment.

A. TARGET POPULATION & COMMUNITY NEED

1. Twenty Years of Educating in Oakland

Since its founding in 2004, BayTech has provided Oakland families with a high-quality education designed to empower students for success in college, careers, and life. Established by a group of scientists and engineers, BayTech addressed the critical need for innovative education in Oakland at a time when few schools in the region emphasized the use of technology to enhance learning. Originally part of the Bill and Melinda Gates Foundation's initiative to create small, supportive schools, BayTech has remained steadfast in its mission to combine academic rigor with personalized attention.

Over the years, BayTech has faced challenges that tested its resilience and underscored the strength of its enduring community and educational program. Among these challenges was the tragic school shooting in 2022 at the King Estates campus, where BayTech co-locates. The incident, which resulted in the loss of innocent life and injuries to several individuals, profoundly impacted the BayTech community. Despite this tragedy and the additional challenges posed by the COVID-19 pandemic, BayTech worked tirelessly to restore trust, strengthen safety measures, and continue providing a secure and supportive learning environment. The Charter School implemented

comprehensive safety protocols, expanded counseling services, and reinforced its partnerships with families to ensure students feel safe and supported.

As BayTech has evolved, its focus has shifted from being primarily STEM-focused to leveraging technology as a tool to meet the individual needs of every student it serves. The Charter School's approach emphasizes data-driven practices and personalized instruction, ensuring that students of all backgrounds and abilities receive the tailored support they need to thrive. These practices are embedded in professional development and daily instruction, enabling BayTech to provide high-quality, individualized education for Oakland's diverse student population.

BayTech's program also ensures that students are well-prepared for higher education by meeting the A-G requirements necessary for admission to the University of California ("UC") and California State University ("CSU") systems. This commitment to college and career readiness is reflected in the Charter School's high graduation rate and robust academic support programs.

As BayTech approaches its 21st anniversary in Fall 2025, the Charter School is set to achieve another milestone: the opening of a new, state-of-the-art facility in Oakland's San Antonio neighborhood. This permanent location will provide an enriched learning environment that enhances BayTech's ability to serve underserved populations while maintaining its small-school feel.

From its humble beginnings to its resilience in the face of adversity, BayTech stands as a beacon of hope and opportunity for Oakland families. The Charter School remains dedicated to fostering a strong foundation in personalized education, a supportive community, and the skills students need to succeed in an ever-changing world.

2. Target Student Population[1]

BayTech serves approximately 300 to 350 students across grades 6-12, representing Oakland's rich cultural diversity. The Charter School primarily enrolls students from East Oakland and surrounding neighborhoods, providing critical educational access for students facing socioeconomic and academic challenges. BayTech's student demographics include:

- **80%** of students qualifying for Free or Reduced-Price Lunch ("FRPL")
- **83%** Socioeconomically Disadvantaged
- **73%** Hispanic/Latino
- **19%** African American
- **26%** ELs, with an additional **40%** Reclassified Fluent English Proficient ("RFEP")
- **18%** SWD
- Less than **1%** foster youth, generally one or two students each year

3. Community Context

[1] ed-data.org/school/Alameda/Oakland-Unified/Bay-Area-Technology

BayTech is located in East Oakland, a community rich in cultural diversity but deeply impacted by significant socioeconomic challenges. Income disparity is stark in this area, with many households struggling to meet the basic living wage. Educational disparities are especially pronounced in East Oakland, where a large portion of the adult population lacks a college degree. Local students often face additional barriers such as housing instability, food insecurity, and community violence, which can hinder their ability to thrive academically and personally.

The neighborhood surrounding BayTech's future location faces profound economic and social challenges, as reflected in its designation as “severely distressed” under the New Market Tax Credit criteria. With a poverty rate of 32.4% and a median income that is only 31.9% of the Area Median Income, the area struggles to provide residents with adequate economic opportunities. These conditions align closely with the needs of BayTech's student population, 84% of whom qualify for FRPL—a rate significantly higher than the 2021-2022 Oakland Unified School District average.

BayTech’s approach is tailored to address these community challenges by providing a structured, supportive, and college-preparatory program designed to help students overcome socioeconomic barriers. In addition to offering rigorous academics, BayTech’s programs emphasize social-emotional growth and family engagement, fostering a supportive school culture where every student can thrive.

4. Meeting Local Demand for High-Quality Education

BayTech’s reputation for academic rigor, college preparation, and career pathways has drawn sustained interest from local families. The new facility in San Antonio is strategically located to serve a broader population across Oakland, reflecting BayTech’s commitment to accessibility and community-centered growth.

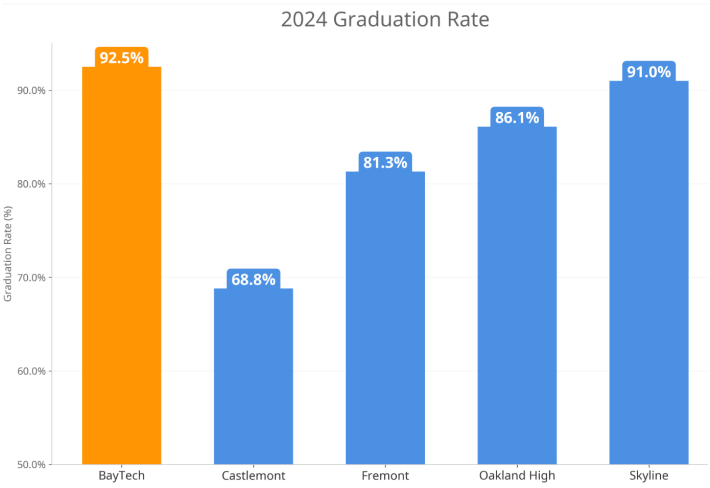


Figure 1.2: 2024 Graduation Rate Comparisons

Enrollment Projections

BayTech anticipates stable enrollment in the coming years, with student enrollment projected to remain around 320 students annually, distributed as follows:

Figure 1.3: Projected Student Enrollment by Grade

Grade	2025-26 (Current)	2026-27	2027-28	2028-29	2029-30
6	25	40	40	45	45
7	23	33	40	45	45
8	22	32	40	45	45
9	33	40	43	47	47
10	33	40	43	46	46
11	32	40	42	46	46
12	32	40	42	46	46
Total	**200**	**265**	**290**	**320**	**320**

5. Addressing Challenges Facing BayTech Students

Many BayTech students face learning gaps due to varied educational backgrounds and socioeconomic challenges. To address these disparities, BayTech provides targeted academic support through adaptive tools like i-Ready, ExactPath, Edmentum, Study Island, and IXL, helping students build foundational skills while keeping up with grade-level instruction. This approach accelerates learning and strengthens core competencies to prepare students for future success.

Social-emotional support is a core component of BayTech's educational model. Small class sizes and a close-knit school community foster an environment where students are seen, valued, and supported. Teachers and staff cultivate strong relationships with both students and families, ensuring that each student has a reliable support network for academic and personal development. To further strengthen this model, BayTech currently employs a school-wide academic counselor and a dedicated social-emotional counselor—and for the 2025–26 school year, a middle school-specific counselor will be added. Social-emotional learning and essential life skills, such as time

management and study habits, are integrated into daily school life to help students build the tools they need for long-term success.

BayTech's history of achievement speaks for itself. Consistently ranked among the top three Oakland public schools for graduation rates and UC A-G readiness, BayTech has also been recognized as one of the top high schools in Oakland for African American males, outperforming OUSD in graduation and UC A-G readiness rates for the past five years. Graduates have gone on to attend prestigious institutions, including UC Berkeley, UCLA, UC San Diego, UC Santa Barbara, UC Santa Cruz, UC Irvine, and UC Merced, as well as top private colleges and California State University campuses.

6. Meeting Unmet Educational Needs with a Unique Program

Addressing Challenges Facing BayTech Students

Many BayTech students enter with learning gaps stemming from varied educational backgrounds and the socioeconomic challenges prevalent in East Oakland. To bridge these gaps, BayTech combines adaptive tools like IXL, Exact Path, Edmentum, Study Island, Mathify, StardardsPlus, NoRedInk, and i-Ready with individualized, targeted interventions, ensuring that students receive personalized support tailored to their needs. Simultaneously, BayTech's core curriculum centers on rigorous, grade-level content, providing the exposure and challenge essential for a robust college preparatory education.

BayTech offers a structured Saturday School program as an additional layer of academic intervention and enrichment. This program provides dedicated time for students to receive targeted instruction in core content areas, recover credits, complete missing assignments, or reinforce key concepts identified through formative and interim assessments. Saturday School is staffed by credentialed teachers and supported by instructional aides, and participation is determined through data-informed recommendations, teacher referrals, and student needs. By offering weekend academic support in a focused, low-distraction setting, BayTech ensures that students have ongoing access to personalized learning opportunities aligned with their instructional goals.

Social-emotional support is another cornerstone of BayTech's model. Small class sizes and a close-knit school community foster an environment where students feel seen, valued, and supported. Teachers and staff build strong relationships with students and families, ensuring that each student benefits from a network of support that addresses both academic and personal growth. Initiatives such as mentorship programs and daily advisory periods integrate social-emotional learning ("SEL") and essential life skills like time management, study habits, and conflict resolution into students' routines. This focus on SEL has contributed to a 14.5% decline in chronic absenteeism[2], reflecting stronger student engagement and connection to the Charter School community.

[2] California Department of Education, *California School Dashboard*, 2024. Accessed November 16, 2024.

BayTech's commitment to academic and personal growth is reflected in its outstanding results. The Charter School has consistently ranked among the top three Oakland public schools for graduation rates and UC A-G readiness. Notably, BayTech has been recognized as one of the top high schools in Oakland for African American males, achieving a 100% graduation rate and UC A-G readiness rate for the past five years. Graduates have gone on to attend prestigious institutions such as UC Berkeley, UCLA, UC San Diego, and Stanford, as well as top private colleges and California State University campuses. These outcomes demonstrate BayTech's ability to equip its students for college and career success.

Meeting Unmet Educational Needs with a Unique Program

BayTech's comprehensive program is designed to meet the unique, unmet needs of East Oakland's diverse student population. The key components of BayTech's educational model include:

1. **Rigorous Curriculum**:
    - BayTech's curriculum meets and exceeds A–G college requirements, offering advanced coursework such as AP U.S. History, AP English, and AP Government. To graduate from BayTech, students must complete more than the minimum UC A–G requirements—including 3 years of foreign language, 3 years of science, 3 years of history, and 4 years of math. These graduation requirements align with the recommended preparation standards of the University of California, ensuring that BayTech students are not only eligible but highly competitive for UC and CSU admissions. Career and technical education ("CTE") pathways further prepare students for both college and high-demand careers.
2. **Integrated Support Systems**:
    - Adaptive platforms such as IXL, Exact Path, Edmentum, Study Island, i-Ready, NoRedInk, Lumous Learning, and Mathify, combined with personalized interventions, bridge learning gaps and accelerate progress.
3. **Responsive Class Sizes**:
    - With a 15:1 student-to-teacher ratio, BayTech ensures individualized attention and fosters strong relationships between students and staff. Family engagement events and outreach programs strengthen ties between the Charter School and the East Oakland community. Class sizes range anywhere from 20:1 to 8:1 depending on the level of individualized support.
4. **Life Skills Development**:
    - Structured sessions focus on essential skills such as time management, financial literacy, and study habits, equipping students with tools for lifelong success. BayTech offers a dedicated Life Skills class and a Peer Mentoring elective for high school students, where they learn goal setting, conflict resolution, time management, and strategies for supporting younger peers. These students are then paired with middle school mentees to foster leadership, build school connectedness, and reinforce positive academic and behavioral habits. Partnerships with local organizations further enhance these offerings, providing students with real-world applications and mentoring beyond the classroom.

BayTech's educational model is tailored to the specific needs of East Oakland's underserved students, providing the skills, knowledge, and resources they need to overcome challenges and thrive. By prioritizing equity, fostering a mission-driven culture, and maintaining small class sizes, BayTech creates a transformative educational experience that empowers students to achieve their fullest potential. This commitment to holistic development not only prepares students for college and careers but also positions them as leaders who can positively impact their communities.

B. PHILOSOPHY & APPROACH TO INSTRUCTION

1. BayTech's Vision, Mission and Values

Vision

BayTech's vision is that educated citizens of the 21st century must have a solid background in math, science, and technology, as well as history and literature. With such knowledge, they will be able to keep up with the rapid growth of science and technology, and be able to contextualize it and understand what it means. Such citizens require a lifelong love of learning that enables them to be self-motivated, competent, and lifelong achievers who can quickly adapt to an ever-changing world. In addition, these educated citizens must be effective communicators, adept at writing and speaking, and committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness. Finally, they must be problem solvers who are able to work productively and cooperatively in multicultural environments.

The Bay Area Technology School strives to shape our future by:

- Preparing students for academic success and college readiness.
- Enabling students to have a broad spectrum of options for their future endeavors.
- Preparing students to be responsible and productive citizens.

BayTech envisions an inclusive and supportive environment where each student is equipped to succeed in both college and career paths, gaining the skills, knowledge, and character needed to thrive and contribute positively to society.

Mission

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. 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.

"It's going to be a great day at BayTech!"

This simple, positive affirmation embodies the spirit of BayTech and reinforces our commitment to a supportive, optimistic learning environment.

Core BayTech Values

The BayTech E.A.G.L.E.S. values serve as the foundation of our educational philosophy, shaping both academic and social-emotional development. We strive to cultivate these attributes in every student:

Effective Communicators who will:

- Be able to ask and answer relevant, higher-level questions.
- Listen actively to varying points of view.
- Utilize technology as a tool for learning and communication.
- Demonstrate skills in speaking, listening, reading, and writing for different purposes and in various situations.

Academic Achievers who will:

- Produce quality work across the curriculum.
- Be eligible for college by completing required coursework and possess the necessary skills to pursue and succeed in higher education.
- Acquire and apply knowledge about new technologies.
- Apply research and analytical skills to form factual, evidence-based perspectives and responses.

Goal-Oriented Students who will:

- Earn a high school diploma and complete A-G requirements for college.
- Pursue higher education, vocational goals, or professional training.
- Demonstrate time management skills to meet academic deadlines.

Lifelong Learners who will:

- Explore a variety of academic, athletic, artistic, and extracurricular areas.
- Be open to discovery and develop enthusiasm and interest in learning.
- Adapt to a wide range of professional and cultural settings.
- Be goal-oriented and understand the importance of continual goal setting.

Excellent Critical Thinkers who will:

- Locate, gather, interpret, evaluate, and analyze data.
- Define and analyze problems, propose, implement, and evaluate solutions.
- Apply problem-solving skills to achieve personal or academic goals.
- Identify and use resources effectively to gather, communicate, and evaluate information.

Socially Responsible Students who will:

- Be culturally aware, understanding, and appreciative of the histories and values of different cultures.

- Serve as leaders within their community, contributing to the betterment of life in their school and community.
- Demonstrate conscientiousness and honesty through personal and academic performance.
- Have integrity and take responsibility for their personal choices and actions.

2. The Educated Person in the 21st Century

BayTech's educational program is designed around a clear definition of a 21st-century education: preparing students to thrive in an interconnected, rapidly evolving world with a dynamic skill set that extends beyond traditional academic knowledge. This vision emphasizes adaptability, technological proficiency, and a readiness to engage thoughtfully with diverse perspectives and global challenges.

An educated person in the 21st century is equipped with a dynamic skill set that extends beyond traditional academic knowledge. In today's rapidly evolving world, individuals must be adaptable, technologically proficient, and prepared to engage thoughtfully in an interconnected global community. This requires a foundation in core academic disciplines, including literacy, mathematics, science, and social studies, coupled with the critical thinking skills necessary to analyze, synthesize, and apply knowledge in diverse contexts.

In an era defined by technological advancement, an educated person is adept at using technology as a tool for learning, communication, and problem-solving. They possess the digital literacy required to navigate information responsibly, discern credible sources, and leverage technology to connect with others, expand their understanding, and innovate solutions. The ability to adapt to new technologies and use them effectively is essential for success in both higher education and the modern workforce.

Beyond academic and technological capabilities, a well-rounded 21st-century individual demonstrates self-motivation, resilience, and cultural competence. They are lifelong learners, continuously pursuing knowledge and self-improvement. They exhibit curiosity about the world and an eagerness to engage with new ideas, maintaining a flexible mindset in the face of change. Culturally aware and socially responsible, they understand and appreciate diverse perspectives and are committed to contributing positively to their communities and society at large.

An educated person in this century is also college and career-ready, equipped with practical skills and a clear understanding of their goals. They possess the capacity to set personal and academic objectives, develop plans to achieve them, and demonstrate the time-management and skills necessary to pursue their ambitions. With a balanced focus on academic rigor, technological fluency, and personal growth, the 21st-century educated person is prepared to navigate a complex world, pursue meaningful opportunities, and make a lasting impact.

3. How Learning Best Occurs

At Bay Area Technology School, we believe that learning best occurs when students feel safe, supported, and understood. Our program is designed to address the unique challenges faced by our student body, many of whom come from diverse socioeconomic and cultural backgrounds in East Oakland. To foster a supportive and inclusive environment, we prioritize both academic and social-emotional learning, creating a foundation where students can thrive and achieve their fullest potential.

Learning is most effective when it is grounded in a comprehensive approach that balances grade-level rigor, personalized support, extracurricular opportunities, SEL, and lifelong skills development. Research consistently highlights the importance of integrating these elements to create an educational environment where all students can thrive.

At the core of BayTech's instructional model is Interactive Direct Instruction ("IDI")—a research-based approach that combines the structured, teacher-led clarity of traditional Direct Instruction with collaborative, student-centered learning strategies. This model ensures content is delivered in small, sequenced increments, with students actively engaging through practice, discussion, and demonstration. Frequent checks for understanding and mastery-based pacing are integral to this method, allowing teachers to adjust instruction based on real-time data.

BayTech enhances IDI with interactive elements that include cooperative learning, group discussions, peer interaction, and hands-on activities. These strategies deepen content understanding, increase retention, and build social-emotional skills such as communication, collaboration, and problem-solving.

In addition, BayTech has developed its own copyrighted instructional planning model that structures each lesson phase based on students' age and developmental readiness. This model follows a six-step sequence:

1. Direct Instruction (duration = age ÷ 2)
2. Guided Group Work (duration = age × 2), during which the teacher circulates and collects formative data
3. Targeted Re-teaching based on collected data (duration = age)
4. Independent Practice (duration = age ÷ 2 + 5 minutes)
5. Peer Sharing using structured sentence stems
6. Exit Ticket to assess mastery

This structure not only promotes active participation and student voice, but also ensures that instruction is differentiated and responsive to student needs in real time. Additionally, BayTech integrates assistive technologies to further individualize instruction and support accessibility for all learners.

Through the deliberate implementation of Interactive Direct Instruction, embedded SEL practices, and a strong data-driven culture, BayTech creates a dynamic and inclusive learning environment where every student has the opportunity to succeed.

Grade-Level Rigor: Setting High Expectations

Rigorous, grade-level instruction is essential for preparing students to meet the demands of college, career, and life. High expectations motivate students to engage deeply with challenging content, fostering critical thinking and problem-solving skills (Rosenthal & Jacobson, 1968)[3]. Research shows that access to rigorous academic programs is a key factor in closing achievement gaps, particularly for students from underserved communities (Noguera & Wing, 2006)[4].

Grade-level rigor also ensures equity, as all students are given the opportunity to access high-quality instruction aligned with state standards. This foundation is crucial for building the skills needed to succeed in an increasingly complex and competitive world.

Personalized Support: Addressing Individual Needs

A one-size-fits-all approach to education often fails to meet the diverse needs of students. Personalized learning, which tailors instruction to each student's unique strengths, challenges, and interests, has been shown to improve engagement and achievement (Pane et al., 2017)[5]. Adaptive tools, small-group instruction, and individualized interventions enable educators to provide targeted support, ensuring that all students can master grade-level content while addressing any learning gaps.

Personalized support fosters a sense of ownership in learning, empowering students to take an active role in their education. By meeting students where they are and helping them progress at their own pace, this approach lays the foundation for long-term academic success.

Extracurriculars: Enriching the Learning Experience

Extracurricular activities play a crucial role in the holistic development of students. Participation in sports, arts, clubs, and other enrichment programs has been linked to higher academic performance, better attendance, and greater emotional well-being (Eccles & Barber, 1999). These opportunities allow students to explore their interests, develop new skills, and build meaningful connections with peers and mentors.

BayTech is a proud member of the Bay Area Charter School Athletic Conference ("BACSAC") League, offering both varsity and junior varsity athletics in a wide range of sports: men's and women's volleyball, basketball, soccer, cross country, track and field, and flag football, as well as men's baseball. These programs are available at both the middle and high school levels, ensuring students have consistent access to athletic development and school spirit from grades 6–12.

---

[3] Rosenthal, R., & Jacobson, L. (1968). "Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development." *Holt, Rinehart & Winston*.

[4] Noguera, P. A., & Wing, J. Y. (2006). *Unfinished Business: Closing the Racial Achievement Gap in Our Schools.* Jossey-Bass.

[5] Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton, L. S., & Pane, J. D. (2017). "Informing Progress: Insights on Personalized Learning Implementation and Effects." *RAND Corporation*.

In addition to athletics, BayTech students actively participate in a diverse range of clubs. In recent years, some of the school's most popular student-led organizations have included the Chess Club, the Korean Club, and the uniquely self-named Boring Club, which provides a creative space for students to unwind, connect, and shape its own identity.

Extracurricular involvement also provides a practical context for applying academic knowledge, reinforcing the relevance of classroom learning. Whether through teamwork in sports or creativity in the arts, these experiences help students develop critical life skills such as collaboration, leadership, and time management.

Social-Emotional Learning: Building Resilient Learners

Social-emotional learning is a cornerstone of effective education, equipping students with the skills needed to navigate challenges, build relationships, and achieve their goals. Research has shown that SEL programs improve academic outcomes, reduce behavioral issues, and enhance overall student well-being (Durlak et al., 2011)[6].

By fostering self-awareness, empathy, and resilience, SEL creates a foundation for both academic and personal growth. Students who feel safe, supported, and understood are more likely to engage in learning and achieve their full potential. An educational environment that prioritizes SEL ensures that students are prepared to thrive in school and beyond.

At BayTech, SEL is fully integrated into classroom learning through a partnership with Zymbolic (https://www.zymbolic.org/), an organization that supports all grade levels. Through this collaboration, students engage in structured restorative justice practices and growth mindset programming, helping them build the emotional intelligence, self-regulation, and interpersonal skills that underpin academic success and lifelong well-being.

Lifelong Skills Development: Preparing for the Future

An effective education extends beyond academics, teaching students the skills they need to succeed in life. Time management, goal setting, communication, and adaptability are essential for navigating the complexities of higher education, the workforce, and personal life (Conley, 2012)[7].

Research supports the integration of lifelong skills into educational programs, as these skills enhance students' ability to take ownership of their learning and pursue meaningful opportunities. Preparing students to be self-directed, responsible, and resilient equips them to meet the challenges of a rapidly changing world.

A Balanced Approach: The Key to Effective Learning

---

[6] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, 82(1), 405-432.

[7] Conley, D. T. (2012). *College and Career Ready: Helping All Students Succeed Beyond High School.* Jossey-Bass.

A well-rounded educational program balances academic rigor with personalized support, extracurricular opportunities, SEL, and lifelong skills development. Each element plays a critical role in creating an environment where students can excel academically, socially, and emotionally. Together, these components form a comprehensive approach that not only prepares students for success but also empowers them to make a positive impact on their communities and the world.

4. Instructional Methods and Strategies

At the core of effective education is a comprehensive approach that balances academic rigor, personalized support, extracurricular engagement, and social-emotional development. Preparing students for success in college and beyond requires not only mastery of challenging content but also the cultivation of critical thinking, collaboration, and lifelong learning skills. A well-rounded educational experience integrates these elements, ensuring that students are equipped to navigate an increasingly complex world.

BayTech's instructional strategy reflects this holistic vision. In addition to rigorous, standards-aligned instruction across all grade levels, BayTech has introduced an advanced humanities class for students in grades 6–8. This specialized course serves students who are no more than one grade level behind in proficiency and provides an accelerated, enriched curriculum designed to challenge and engage learners. The class is taught by a credentialed teacher and maintains a small-group structure with an 8:1 student-to-teacher ratio, allowing for individualized attention, deep discussion, and robust skill development in reading, writing, and critical analysis.

The following sections detail the instructional methods and strategies that exemplify BayTech's approach—combining rigorous academics with targeted support, opportunities for personal growth, and a nurturing community environment.

Rigorous, College-Preparatory Instruction

BayTech's instructional approach is rooted in providing rigorous, college-preparatory education that fosters critical thinking, analytical skills, and meaningful student discourse. Our standards-aligned curriculum challenges students to engage deeply with complex content across all subjects. Through teacher-facilitated discussions and inquiry, students learn to articulate their ideas, defend their reasoning, and collaborate effectively with peers.

BayTech maintains high academic expectations by requiring students to earn a minimum of a C- to pass any course—grades of D+ or lower do not receive credit. This policy ensures that every graduate meets or exceeds UC A–G college entrance requirements, affirming our commitment to preparing all students for success in college and future careers.

Personalized Support Through Interventions and Adaptive Tools

At BayTech, personalization goes beyond technology. While adaptive tools like IXL, ExactPath, Edmentum, Study Island, and i-Ready help address academic gaps, our small group and

individualized “push-in” interventions provide targeted support for students needing additional assistance. Teachers and intervention specialists work closely with these students to address specific learning needs, enabling them to master grade-level content and build confidence. Small class sizes and a 26:1 student-to-teacher ratio ensure that all students receive the attention and guidance necessary to succeed.

Balancing Academics and Extracurricular Opportunities

BayTech emphasizes a balanced approach, offering rigorous academics alongside robust extracurricular programs. Beyond the classroom, students have access to a wide range of opportunities that foster personal growth, teamwork, and creativity. These include programs like Poetry Out Loud, Student Council, Leadership, and the Chess Club, as well as hands-on activities through our after-school partnership with Higher Ground Neighborhood Development Corp. This free program for 6th-9th grade students includes fine arts, drumming, cooking, and sports.

Our sports program is a cornerstone of student life, offering Varsity, Junior Varsity, and intramural teams in basketball, volleyball, flag football, soccer, track, cross country, baseball, softball, and cheerleading. By encouraging participation in clubs, sports, and leadership activities, BayTech helps students develop well-rounded skills and maintain a positive and engaged school experience.

Social-Emotional Support

At BayTech, every student is known as an individual. Our tight-knit, family-like environment fosters strong relationships between students, teachers, and staff, ensuring that every child feels seen, valued, and supported. We prioritize students’ well-being, providing the social-emotional guidance they need to thrive academically and personally. Teachers and staff take the time to understand each student’s unique needs, creating a community where students feel safe and empowered to succeed.

Lifelong Skills Development

BayTech emphasizes the importance of critical life skills such as time management, resilience, and self-advocacy. These skills are integrated into daily instruction and reinforced through various school activities, helping students develop the habits necessary for success in college and beyond. By cultivating self-efficacy and encouraging continuous growth, we prepare students to navigate future challenges with confidence and determination.

By blending rigorous academics, personalized interventions, vibrant extracurricular opportunities, and a supportive community, BayTech ensures that every student is equipped for success in higher education and as a contributing member of society.

C. INSTRUCTIONAL DESIGN

1. Overall Curricular and Instructional Design and Structure

BayTech's educational program is designed to provide a comprehensive and individualized learning experience that prepares students for success in college and careers. The program leverages technology, data-driven decision-making, and rigorous instruction to address the diverse needs of its student population. Central to BayTech's approach is a focus on individualized learning, fostering resilience, and equipping students with the skills and knowledge necessary for academic and professional success.

2. Tech-Enhanced Personalized Learning

BayTech leverages technology as a cornerstone of its instructional model, transforming traditional education into a dynamic and personalized experience. By integrating adaptive software and educational tools, BayTech ensures each student receives tailored support to meet their unique learning needs. These platforms adjust to individual proficiency levels, empowering students to address skill gaps while progressing at their own pace.

Core Principles of Tech-Enhanced Personalized Learning at BayTech

1. Adaptive Technology for Foundational Skills

One of the most significant benefits of technology in education is its ability to deliver personalized learning experiences. By analyzing individual student performance, adaptive platforms identify specific areas where students need additional support or are ready to advance. This targeted approach ensures that all learners engage with content appropriate to their skill levels, fostering growth, confidence, and sustained academic progress.

BayTech utilizes adaptive software platforms like i-Ready, ExactPath, Edmentum, Study Island, and IXL to strengthen foundational skills in ELA and Mathematics. These tools analyze real-time performance data to create customized learning pathways, dynamically adjusting content to suit each student's needs. Students progress at their own pace, ensuring those requiring extra assistance receive targeted interventions, while advanced learners explore more challenging material.

Beginning in 2025, BayTech integrates Mr. D Math's SBAC Preparation platform to further strengthen standards-aligned practice in English Language Arts and Mathematics. This self-paced online program provides diagnostic assessments that identify individual learning gaps and automatically generate personalized learning paths. Students in grades 6, 7, 8, and 11 engage in scaffolded modules that mirror the rigor of the California Assessment of Student Performance and Progress (CAASPP). Teachers monitor student progress through real-time dashboards and use the data to guide small-group instruction and reteaching. The platform complements BayTech's existing suite of adaptive tools by combining assessment-driven feedback with targeted skills practice to ensure all students are prepared for SBAC success.

Teachers play a vital role in integrating these insights into their instructional strategies. By using platform-generated data, educators tailor lesson plans, differentiate instruction, and provide timely, personalized feedback. This synergy between technology and teacher-led instruction ensures students benefit from a comprehensive, responsive learning environment.

2. Advanced Technology for College-Level Content

To prepare students for the rigors of postsecondary education, BayTech integrates advanced technology platforms that provide access to college-level coursework. These tools offer a range of subjects aligned with Advanced Placement ("AP") standards and other rigorous academic benchmarks. Students have the flexibility to select courses that meet their interests or A-G requirements, progressing through material at their own pace.

Mastery-based learning, supported by technology, ensures that students achieve competency before moving to more complex topics. This iterative approach reinforces understanding, improves knowledge retention, and builds the critical thinking skills essential for academic success. Regular assessments and opportunities for revision further solidify foundational knowledge, enabling students to excel in increasingly challenging subjects.

3. Blended Learning Model for Flexibility and Engagement

BayTech employs a blended learning model, combining traditional in-class instruction with technology-based learning activities. This model creates a dynamic and flexible educational experience by allowing students to work independently on personalized assignments while teachers focus on small-group or one-on-one instruction.

Blended learning fosters deeper engagement by providing multiple pathways to mastery, catering to diverse learning styles. Students take ownership of their education, becoming active participants in their learning journey.

4. Developing Digital Literacy and Competency

Recognizing that digital proficiency is essential for success in the modern workforce, BayTech integrates technology into every subject area. Assignments often require students to use platforms like Google Workspace, fostering familiarity with tools commonly used in college and professional settings. By emphasizing digital literacy, BayTech aligns with the International Society for Technology in Education ("ISTE") standards, which advocate for empowering students to use technology responsibly and effectively.

This intentional focus equips students with essential skills, including navigating digital resources, collaborating in virtual environments, and communicating effectively through digital platforms.

5. Real-Time Feedback and Continuous Monitoring

Technology allows BayTech to provide students with immediate feedback on their performance, a critical factor in fostering a growth mindset and encouraging continuous improvement. Adaptive software platforms generate real-time analyses of student work, producing reports that highlight progress and identify areas requiring additional focus.

Teachers leverage this data to deliver actionable feedback during lessons or tutoring sessions, helping students understand their strengths and areas for growth. This approach empowers students to take ownership of their learning journey and actively work toward their goals.

6. Teacher Empowerment Through Technology

BayTech recognizes the essential role of teachers in maximizing the impact of technology in education. Professional development sessions equip educators with the skills and tools needed to integrate technology seamlessly into their pedagogy. By empowering teachers, BayTech ensures technology serves as an enhancement to instruction, fostering deeper connections between educators and students.

7. Academic Advancement for All Students

At BayTech, technology is a tool for equity as well as excellence. Our tech-enhanced learning model ensures that all students—regardless of their starting point—have access to rigorous academic content and the support needed to succeed. Whether a student is working to close learning gaps or ready to accelerate into advanced material, our system adapts to meet them where they are and push them forward.

Personalized learning paths, ongoing assessments, and data-informed instruction allow students to advance academically at an appropriate and challenging pace. With technology as a differentiator, BayTech provides each student with the opportunity to reach their full potential, preparing them for the next academic milestone and ultimately, for success in college and career.

Key Outcomes of Tech-Enhanced Personalized Learning

1. **Increased Engagement and Motivation**: Interactive, self-paced, and personalized learning experiences keep students engaged and motivated to succeed.
2. **Improved Academic Outcomes**: Adaptive platforms close learning gaps by providing precise, targeted instruction tailored to individual needs.
3. **Preparation for College and Career**: Exposure to advanced coursework and digital tools equips students with the technical and academic skills required for success in higher education and the workforce.
4. **Empowered Educators**: Teachers use technology as a tool to enhance instruction, allowing for more effective differentiation and tailored student support.
5. **Self-Directed Learners**: Students gain confidence and independence, developing skills that empower them to take charge of their educational journey.

3. Data-Driven Differentiated Instruction

At BayTech Charter School, data-driven decision-making lies at the heart of its instructional approach, creating a responsive, student-centered learning environment. By leveraging detailed data from a variety of sources, BayTech tailors instruction to meet individual needs, optimize resource allocation, and ensure that every student has the opportunity to thrive academically. This

commitment to actionable insights fosters a culture of continuous improvement and empowers teachers, students, and administrators to work collaboratively toward shared educational goals.

Core Principles of Data-Driven Decision-Making at BayTech

1. Comprehensive Assessment System

BayTech's data-driven approach begins with a robust, multi-layered assessment system designed to capture a holistic view of student learning. Recognizing that a single assessment cannot fully reflect a student's capabilities, BayTech employs a mix of diagnostic, formative, summative, and progress-monitoring tools to track student progress throughout the year.

At the start of each academic year, students complete adaptive, standards-aligned diagnostic assessments, such as Exact Path, in reading and math. These initial assessments provide a detailed profile of each student's strengths, areas for growth, and readiness for grade-level content. By reassessing students in the winter and spring, BayTech monitors academic progress, identifies learning trends, and evaluates the effectiveness of instructional strategies. This iterative assessment cycle ensures that interventions are timely and aligned with evolving student needs.

2. Continuous Data Collection and Analysis

Data collection and analysis are integrated into BayTech's daily instructional practices and broader schoolwide planning. Teachers regularly gather formative data through classroom activities like exit tickets, quizzes, and observational checklists. This data provides immediate insights into student understanding, enabling educators to make real-time adjustments to their teaching strategies.

Collaboration is a cornerstone of BayTech's approach to data analysis. Teachers meet bi-weekly in Department and Grade Level Meetings to review class and individual student performance data, share best practices, and develop targeted action plans. These meetings ensure alignment across grade levels and subjects while fostering a collaborative culture dedicated to continuous improvement.

3. Adaptive Instruction for Individualized Support

At BayTech, data is not just collected—it is actively used to inform and individualize instruction. Adaptive learning tools, such as IXL, i-Ready, ExactPath, Edmentum, and Study Island, provide personalized educational experiences by dynamically adjusting lesson difficulty based on each student's performance. This technology allows students to progress at their own pace, focusing on foundational skills when needed and exploring advanced concepts when ready.

Teachers integrate the data from these platforms into their lesson planning, using insights to identify trends and design differentiated instructional strategies. For example:

- Students struggling with foundational concepts may receive scaffolded support during small-group sessions.
- Advanced learners might be provided with enrichment activities that challenge their critical thinking and problem-solving skills.

This approach ensures that every student receives the level of support or challenge they need to succeed, creating an equitable and responsive learning environment.

4. Early Identification and Intervention for At-Promise Students

BayTech prioritizes early intervention to prevent students from falling behind academically or socially. Within the first few weeks of the school year, teachers review diagnostic assessments, academic records, and behavioral data to identify students who may be at promise. This data is discussed in Department and Grade Level Meetings, where instructional teams collaboratively develop individualized intervention plans.

In addition to academic diagnostics, BayTech conducts school-wide screenings for dyslexia, hearing, and vision, ensuring that potential learning barriers are identified and addressed as early as possible. These screenings allow the Charter School to differentiate between academic difficulties and underlying health or processing issues that may require specific support.

Interventions may include targeted small-group instruction, personalized tutoring, assistive technology tools, or referrals to social-emotional support services. By addressing both academic and non-academic barriers early, BayTech works to close achievement gaps and position all students for sustained success.

5. Empowering Teachers Through Data Literacy

BayTech recognizes that the effectiveness of data-driven instruction relies on the ability of teachers to interpret and apply data meaningfully. To support this, the Charter School invests in ongoing professional development focused on building data literacy. Training sessions equip teachers with the skills to:

- Create opportunity for studies.
- Identify trends and learning gaps.
- Design responsive, evidence-based instructional strategies.

These professional development opportunities ensure that teachers are confident and capable in using data to enhance student learning, fostering a culture of empowered educators and informed instruction.[8]

6. Goal Setting and Student Empowerment

BayTech engages students as active participants in their learning journey by using data as a tool for goal setting and self-reflection. Teachers meet individually with students to review assessment results, celebrate progress, and establish goals for the next learning cycle. This process builds accountability and encourages students to take ownership of their education.

[8] An example of BayTech's innovative approach to data-informed instruction was featured in *Education Week* (2021), which highlighted how school leaders analyzed bathroom log data to uncover patterns tied to literacy avoidance. This unexpected insight led to targeted literacy interventions and broader recognition of how non-academic data can reveal academic challenges. The case has since been cited in professional learning communities and educational podcasts as a model for creative, student-centered problem solving.

By making data accessible and actionable, BayTech fosters a growth mindset among students, helping them view challenges as opportunities for improvement. This emphasis on self-directed learning supports the development of resilience and intrinsic motivation, skills critical for long-term success.

7. Collaboration in Department and Grade Level Meetings

BayTech's Department and Grade Level Meetings serve as a hub for data-driven collaboration among educators. Meeting bi-weekly, teachers analyze quantitative and qualitative data, identify instructional gaps, and brainstorm strategies to address them. These sessions facilitate vertical and horizontal alignment, ensuring consistency in curriculum delivery across grade levels and subjects.

Through collaborative discussions, teachers refine their approaches to differentiation, share innovative practices, and collectively address challenges. This iterative, team-based approach ensures that instructional practices are continuously improving and directly responsive to student needs.

8. Accountability and Continuous Improvement

Data-informed reflection is central to BayTech's commitment to accountability and continuous improvement. Teachers and administrators regularly review progress toward academic goals, using assessment results to identify areas for refinement. This process ensures that instructional practices, resource allocation, and professional development efforts remain aligned with student needs.

BayTech's use of this process further reinforces its culture of adaptability and responsiveness. By systematically evaluating outcomes and making data-informed adjustments, the Charter School continuously enhances the quality of education provided to its students.

9. Differentiated Lesson Design

Data plays a crucial role in the development of differentiated lesson plans tailored to the diverse achievement levels within a classroom. Teachers use insights to design lessons that incorporate scaffolding for students who need extra support, enrichment activities for those ready to extend their learning, and targeted interventions for those with specific challenges. By addressing these varied needs, teachers create an inclusive classroom environment where all students can access rigorous content and achieve success.

One example of this approach is BayTech's use of technology-based programs such as *The New York Times UpFront Magazine*, which allows all students to engage with the same high-interest article at their individual instructional level. This ensures that students are challenged appropriately without being overwhelmed, as they work with leveled texts that promote access without sacrificing content quality.

Scaffolding strategies ensure that foundational skills are reinforced, providing struggling students with the building blocks necessary to progress. Meanwhile, enrichment activities challenge advanced learners, encouraging them to deepen their understanding and explore concepts at a

higher level. This differentiated approach allows teachers to meet students where they are and guide them toward their full potential.

Key Outcomes of Data-Driven Differentiated Instruction

- **Targeted Learning Support:** Data analysis identifies individual student needs, enabling teachers to provide customized interventions that address specific skill gaps or challenges.
- **Enhanced Equity in Learning:** Differentiated instruction ensures all students, regardless of background or ability level, receive the support needed to succeed academically.
- **Dynamic Progress Monitoring:** Regularly updated data allows educators to track student growth in real-time, ensuring timely adjustments to instruction and support.
- **Increased Academic Growth:** Personalized learning pathways based on data foster continuous improvement and mastery of concepts.
- **Empowered Educators and Students:** Teachers are equipped with actionable insights to make informed instructional decisions, while students receive feedback that clarifies their progress and next steps.

Data Chats and Goal Setting as a Core Instructional Strategy

At BayTech, student data ownership and goal setting are embedded into the academic culture through a schoolwide Data Chat protocol that occurs every five weeks. This system empowers students to reflect on their academic progress, set personalized growth goals, and collaborate with educators on action plans to support their success. It also allows teachers and school leaders to regularly intervene with timely support based on real-time performance data.

Structure and Purpose

Data Chats are conducted during BayTech's advisory block, known as Eagle Period. During each cycle, students complete a standardized reflection form aligned to core performance indicators. These include current and target grades in key subjects (ELA, ELD, and Math), Exact Path diagnostic scores for reading and math, and key attendance indicators such as absences, tardies, and overall ADA percentage.

Each student reflects on their current academic standing, identifies areas for growth, and sets goals for the next diagnostic period. Sample goals include commitments such as "I will complete all homework and seek out help when needed" or "I will meet with a counselor to ensure I am on track for graduation." These forms are co-signed by students and their teachers, reinforcing mutual accountability.

Implementation Process

BayTech's Data Chat system is implemented across all grade levels, with students engaging in reflective conversations multiple times per semester. During each cycle:

- Teachers provide students with their historical and most recent performance data, including Exact Path diagnostics and current course grades.

- Students analyze trends, set new goals for academic and attendance performance, and commit to two actionable next steps.

- Forms are digitally shared with each of the student's content-area teachers to ensure alignment across classes.

- Teachers in all core subjects—particularly science and history—integrate the student's reflection into coursework by recording the Data Chat form as a graded assignment, reinforcing its importance.

Progress Monitoring and Accountability

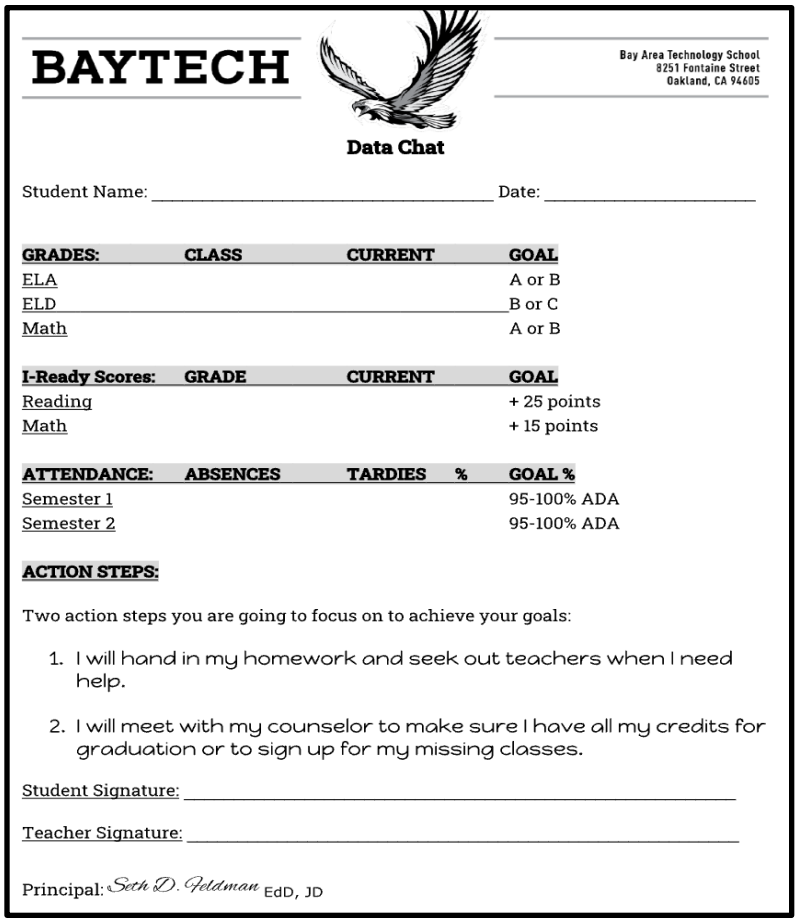
As part of the school's multi-tiered system of support, the information gathered through Data Chats is reviewed by grade-level teams, content departments, and intervention staff. The forms provide a starting point for identifying students who may need academic interventions, attendance support, or counseling services. Students who are not progressing toward their goals are flagged for additional support, including placement in Saturday school, targeted tutoring, or intervention classes such as Math Lab or Reading Boost.

The final round of Exact Path diagnostics—administered each spring—serves as a benchmark of student growth and is integrated into semester grading. Completion of these diagnostics is required for promotion eligibility, particularly in 8th grade, where results inform readiness for high school placement.

Cultural Impact and Scalability

The Data Chat process at BayTech is more than a data monitoring tool—it is a foundational part of how students learn to set goals, self-assess, and advocate for their academic needs. It builds student agency, strengthens relationships between students and teachers, and fosters a shared understanding of progress and expectations.

Due to its intensity and personalization, this model is uniquely suited to BayTech's charter setting. Implementation at scale in traditional district schools would be challenging, given the level of staff coordination, frequency of one-on-one conferences, and schoolwide integration required. At BayTech, the system thrives due to the school's small size, collaborative culture, and emphasis on proactive academic planning.



BAYTECH

Bay Area Technology School
8251 Fontaine Street
Oakland, CA 94605

Data Chat

Student Name: _____ Date: _____

GRADES:	CLASS	CURRENT	GOAL
ELA			A or B
ELD			B or C
Math			A or B

I-Ready Scores:	GRADE	CURRENT	GOAL
Reading			+ 25 points
Math			+ 15 points

ATTENDANCE:	ABSENCES	TARDIES	%	GOAL %
Semester 1				95-100% ADA
Semester 2				95-100% ADA

ACTION STEPS:

Two action steps you are going to focus on to achieve your goals:

1. I will hand in my homework and seek out teachers when I need help.
2. I will meet with my counselor to make sure I have all my credits for graduation or to sign up for my missing classes.

Student Signature: _____

Teacher Signature: _____

Principal: *Seth D. Feldman* EdD, JD

Figure 1.4: Sample Data Reflection Sheet

4. Resilience and College-Readiness Skills

Success in college and beyond demands more than academic knowledge—it requires resilience, adaptability, and a strong foundation in critical life skills. At BayTech Charter School, fostering these skills is integral to preparing students for post-secondary success. Recognizing that many of its students are first-generation college attendees and from underrepresented backgrounds, BayTech emphasizes self-efficacy, goal-setting, and the ability to navigate challenges with confidence.

Building Resilience Through Skill Development

Resilience, defined as the ability to persevere through adversity and adapt to change, is a cornerstone of BayTech's educational philosophy. Through intentional programming and a supportive school culture, students develop the persistence and resourcefulness needed to succeed in higher education and life.

1. Structured Goal-Setting and Reflection

Students work closely with advisors to set and achieve short- and long-term goals. This structured

approach includes progress monitoring and reflective practices, helping students develop accountability and the ability to reassess and adjust when faced with setbacks. These experiences instill a sense of purpose and build motivation to persist in the face of challenges.

2. Time Management and Organizational Skills

Explicit instruction in managing academic workloads, prioritizing tasks, and meeting deadlines prepares students for the demands of college and beyond. BayTech integrates these skills into advisories and classroom activities, ensuring that students practice and refine their ability to organize and manage time effectively.

3. Self-Advocacy and Resource Utilization

BayTech emphasizes the importance of self-advocacy by teaching students how to communicate their needs, seek support, and leverage available resources. This is particularly crucial for first-generation college students, who often navigate unfamiliar systems. Students learn to confidently request help and engage with educators, counselors, and peers to address both academic and personal challenges.

Comprehensive College-Readiness Skills

Preparing students for post-secondary success at BayTech involves a dual focus on academic preparation and non-academic skill development.

1. Academic Preparation

Exposure to College-Level Content

BayTech integrates AP courses and dual enrollment opportunities into its curriculum, providing students with access to rigorous, college-level material. This exposure not only strengthens academic skills but also builds confidence by familiarizing students with the expectations of higher education. To ensure accessibility, BayTech covers the cost of all community college textbooks and required supplies for dual enrollment students, removing financial barriers and expanding opportunities for students to succeed in college-level coursework while still in high school.

College-Level Writing and Quantitative Reasoning

Assignments that require critical thinking, evidence-based argumentation, and in-depth research help students develop advanced academic competencies. These tasks mirror the demands of college coursework, preparing students for success in post-secondary environments.

At BayTech, all seniors take two specialized English Language Arts courses: Writing for the College Bound and College Literature and American Classics. These courses are designed to build advanced writing fluency, literary analysis skills, and academic voice. Students engage in college-level reading and compose analytical essays, personal statements, and research-based writing that align with post-secondary expectations.

In mathematics, college-bound seniors enroll in two senior-level math courses—Calculus (or Pre-Calculus) and Statistics—to deepen their quantitative reasoning, data analysis, and problem-solving

skills. This dual enrollment reflects BayTech's commitment to rigorous preparation and gives students a competitive edge as they enter college-level math and science pathways.

College Entrance Exam and Application Readiness

BayTech provides a comprehensive approach to standardized test readiness, ensuring that all students are equipped with the tools and confidence needed to succeed on college entrance exams. All 11th grade students take the PSAT, SAT, and ACT, while 10th graders take both the PSAT and the ASVAB (military career exploration assessment).

Test preparation is embedded in instruction and supported through digital platforms such as Edmentum and Khan Academy, which offer personalized practice and instructional tools aligned to SAT and ACT standards. In addition, BayTech offers two focused summer programs: SAT/ACT Prep Camp, which provides intensive strategy and content review, and JumpStart Your College Application Camp, held in July of senior year to help students craft personal statements, build college lists, and complete applications early.

This multi-layered support system ensures that students are not only familiar with exam content but also confident in navigating the broader college admission process.

2. Non-Academic Skill Development

Resilience Coaching
Advisory sessions and mentoring programs help students build resilience by focusing on stress management, persistence, and balancing academic and personal responsibilities. These discussions equip students with strategies to overcome obstacles and adapt to new challenges.

Financial Literacy and Planning
Workshops and individual counseling sessions guide students and families through the complexities of college financing, including scholarships, loans, and budgeting. This support reduces financial barriers and empowers students to make informed decisions about their education.

Post-Secondary Planning
BayTech provides students with personalized academic and career plans, aligning coursework with future aspirations. Counselors work with students to identify potential majors, career paths, and financial aid strategies, ensuring a clear and actionable path to success.

Culturally Responsive Support

BayTech creates an inclusive and affirming environment that recognizes and values the diverse cultural backgrounds of its students. Teachers and counselors use culturally responsive practices to build trust and a sense of belonging, which are critical to resilience and academic success. By incorporating students' cultural identities into the curriculum and school culture, BayTech ensures that every student feels seen, valued, and supported.

Preparing Students for Life Beyond High School

BayTech equips students with the skills to succeed in a rapidly evolving world. Through its commitment to resilience and college-readiness, the Charter School helps students develop the ability to navigate challenges, adapt to new environments, and advocate for themselves.

1. Life-Long Learning and Adaptability
BayTech emphasizes the importance of continuous learning and curiosity, providing students with experiential opportunities to develop critical thinking and problem-solving skills. These competencies prepare graduates to contribute meaningfully to their communities and future workplaces.

2. Real-World Preparation
Activities such as resume-building workshops, mock interviews, and career exploration events connect students' academic experiences to real-world applications, helping them envision and pursue fulfilling futures.

Through a comprehensive approach that includes rigorous academics, personalized support, and culturally responsive practices, BayTech ensures that every student graduates with the knowledge, skills, and character to thrive in college and beyond. This college-going culture empowers students to achieve their goals and make meaningful contributions to society.

In today's rapidly evolving world, success in college and beyond requires more than just academic knowledge. Recognizing this, BayTech prioritizes the development of critical life skills that foster resilience, self-efficacy, and adaptability. Many BayTech students are the first in their families to pursue higher education, placing them at a higher risk of facing challenges such as college attrition, unfamiliarity with the college environment, and a lack of support networks. To address these barriers, BayTech integrates comprehensive strategies to equip students with the tools they need to thrive in postsecondary education and beyond.

Key Outcomes of Resilience and College-Readiness Skills

- **Adaptability and Problem-Solving:** Students learn to navigate challenges and setbacks with confidence, building skills essential for success in college and life.
- **Time Management and Goal Setting:** Instruction emphasizes planning, prioritization, and goal-oriented behaviors that prepare students for the demands of higher education and future careers.
- **Growth in Emotional Intelligence:** Activities and mentoring foster self-awareness, empathy, and effective communication, empowering students to build strong relationships and thrive in diverse environments.
- **College and Career Confidence:** By engaging in rigorous coursework, leadership opportunities, and self-advocacy practices, students develop the readiness to tackle post-secondary challenges.

- **Holistic Development:** A focus on resilience nurtures students' ability to balance academic, social, and emotional demands, promoting lifelong well-being and success.

5. Rigorous Achievement

BayTech Charter School's A-G aligned curriculum is the foundation of its pervasive college-going culture, instilling in every student the belief that higher education is both achievable and within their grasp. Designed to meet and exceed the UC and CSU admission requirements, this curriculum ensures that every graduate is academically prepared and empowered to pursue post-secondary success.

By integrating rigorous coursework, AP classes, dual enrollment opportunities, and personalized academic planning, BayTech cultivates an environment where college aspirations are normalized and supported at every stage of a student's journey. Through consistent exposure to college-level content, comprehensive guidance, and intentional engagement with families, BayTech fosters a mindset that positions college not just as an option but as a natural next step.

This pervasive college-going culture extends beyond academics, embedding college readiness into every aspect of school life. Students develop the critical thinking, collaboration, and real-world problem-solving skills necessary to thrive in higher education. Counselors and educators reinforce these aspirations with personalized support, ensuring each student has the tools and confidence to meet and exceed their goals.

BayTech's A-G aligned curriculum not only prepares students for the academic demands of college but also nurtures the resilience, curiosity, and determination required to persist and succeed in higher education. Through this holistic approach, BayTech empowers its students to envision and realize a future where college is not just an aspiration but an expectation, shaping a generation ready to contribute meaningfully to their communities and the world.

A-G Aligned Curriculum

BayTech's curriculum is meticulously aligned with California's A-G requirements, ensuring that all students graduate eligible to apply to UC and CSU institutions. This alignment guarantees students receive a rigorous, comprehensive education that meets college admission standards while also fostering critical thinking, problem-solving, and cross-disciplinary learning.

Key Components of BayTech's A-G Aligned Curriculum

A. History/Social Science (3 years required)
BayTech emphasizes critical thinking and civic engagement through a dynamic history and social science curriculum. Courses such as *AP U.S. History* and *AP U.S. Government* challenge students to evaluate historical events critically and draw connections to contemporary issues. Foundational offerings, including *World History*, *Honors World History*, and *U.S. History*, equip students with a global perspective and an understanding of the social, political, and cultural dynamics that shape

societies. Electives like *Economics* and *Ethnic Studies* further broaden students' understanding of diverse perspectives and historical contexts.

B. English (4 years required)
The English curriculum at BayTech develops students' abilities in literature analysis, composition, and critical thinking. Students progress through foundational courses such as *English 9* and *English 10*, while advanced options like *Honors English 10* and *AP English Language and Composition* challenge students with college-level rigor. Senior offerings, including *English 12 – College Writing* and *English 12 – College Literature*, emphasize expository and persuasive writing, preparing students for the demands of higher education and beyond. These courses ensure mastery in reading comprehension, literary analysis, and academic writing.

C. Mathematics (4 years required)
BayTech's math program emphasizes a logical progression from foundational to advanced mathematical concepts. Core courses include *Algebra 1*, *Geometry*, and *Algebra 2*, with advanced pathways leading to *Pre-Calculus*, *Statistics*, and *Calculus AB*. Honors options, such as *Honors Geometry* and *Honors Algebra 2*, provide additional challenges for high-performing students. The curriculum is designed to build problem-solving skills, quantitative reasoning, and a strong mathematical foundation essential for success in college and STEM-related careers.

D. Laboratory Science (3 years required, 4 years offered)
BayTech's science curriculum emphasizes inquiry-based learning and hands-on experimentation to foster a deep understanding of scientific principles. Core offerings include *Biology*, *Chemistry*, and *Physics*, with advanced options such as *Honors Chemistry*, *Honors Physics*, and *AP Anatomy and Physiology*. Electives like *Intro to Medical Science* and *Intro to Community Public Health* expose students to real-world applications and career pathways. Students are encouraged to engage in the scientific method, develop analytical skills, and explore interdisciplinary connections.

E. Language Other Than English (3 years required, 6 years offered)
BayTech's robust world language program builds fluency in reading, writing, speaking, and listening while fostering an appreciation for cultural diversity. Students may take two years of French or enroll in Spanish courses ranging from foundational *Spanish 1* and *Spanish 2* to advanced offerings like *Spanish 3 Honors* and *AP Spanish*. All language courses meet A–G standards and prepare students for global citizenship and college-level language studies.

F. Visual and Performing Arts (VAPA) (1 year required, 2 years offered)
BayTech integrates artistic exploration into its curriculum, offering courses in *Art 1*, *Art 2*, *Advanced Art*, *Digital Arts*, *Photography*, and *Videography*. These courses encourage creative expression, critical appreciation of the arts, and technical skills in various mediums. Students cultivate their artistic talents while fulfilling A-G requirements, with plans to further expand offerings in this area to meet growing student interest.

G. College-Preparatory Elective (1 year required, 3 years offered)
BayTech provides a wide array of electives designed to enrich students' educational experiences,

support their personal and professional interests, and enhance college readiness. These electives allow students to explore diverse fields, develop leadership skills, and prepare for future academic and career pursuits.

Figure 1.5: A-G Alignment to BayTech Course Offerings

A-G Requirement	Description	BayTech Courses
A. History/ Social Science	3 years required: 1 year of World History, 1 year of U.S. History, or 1 semester each of U.S. History and Government	- AP US History - U.S. History - World History - Honors World History - AP US Government - US Government - Economics - Ethnic Studies
B. English	4 years required: College-preparatory English courses emphasizing literature and composition	- English 9 - English 10 - Honors English 10 - English 11 - AP Lang and Composition - English 12 - College Writing - English 12 - College Literature - AP Lit and Lang
C. Mathematics	4 years required: Must include Algebra 1, Geometry, and Algebra 2	- Algebra 1 - Geometry - Honors Geometry - Algebra 2 - Honors Algebra 2 - Statistics - Pre-Calculus - Calculus AB
D. Laboratory Science	3 years required: Must include at least two of the three disciplines (biology, chemistry, and physics)	- Biology - Chemistry - Honors Chemistry - Physics - Honors Physics - Anatomy and Physiology - Intro to Medical Science - Intro to Community Public Health - AP Anatomy and Physiology

E. Language Other Than English	3 years required: Must be in the same language	- Spanish 1 - Spanish for Native Speakers 1 - Spanish 2 - Spanish for Native Speakers 2 - Spanish 2 Honors - Spanish 3 - Spanish for Native Speakers 3 - Spanish 3 Honors - AP Spanish - French 1 - French 2
F. Visual and Performing Arts	1 year required: Includes courses like dance, music, theater, and visual arts	- Art 1 - Art 2 - Advanced Art - Digital Arts 1 - Digital Arts 2 - Photography - Videography
G. College-Preparatory Elective	1 year required: Additional course in A-F areas or other elective that meets A-G standards	- Peer Mentoring 9 - Peer Mentoring 12 - Leadership 9 - Leadership 12 - Yearbook - Life Skills - Study Hall - Mythology - Weight Lifting - College Prep - Writing - Intro to Business - Intro to Accounting - Business Law - Screenwriting - Public Speaking - Psychology

BayTech's A-G aligned curriculum goes beyond meeting requirements by fostering deep understanding through inquiry-based learning. Students are encouraged to:

- Engage with Real-World Problems: Courses incorporate projects and case studies that require students to apply their knowledge to current global and local challenges.

- Collaborate Across Disciplines: Assignments often bridge multiple subject areas, such as integrating math and science in data analysis or connecting historical studies with literary themes.
- Develop Research Skills: Through long-term projects and papers, students refine their ability to gather, evaluate, and synthesize information—a critical skill for college success.

Advanced Coursework for Academic Excellence

BayTech provides students with opportunities to engage in challenging, college-level coursework designed to foster critical thinking, analytical skills, and intellectual curiosity. The Charter School offers a variety of AP courses that allow students to earn college credit while still in high school. Taught with college-level textbooks and assessments, these courses set high academic expectations and give students a competitive edge in college admissions.

AP Courses Offered at BayTech:

- AP U.S. History
- AP U.S. Government
- AP English Language and Composition
- AP Spanish Language and Culture
- AP Calculus AB
- AP Chemistry
- AP Physics
- AP Anatomy and Physiology

By participating in these rigorous courses, students develop the study habits, resilience, and subject-matter expertise necessary to excel in post-secondary education.

Dual Enrollment Opportunities

In collaboration with the Peralta College system, including Laney College, Merritt College, College of Alameda, and Berkeley City College, and Chabot College, BayTech offers a robust dual enrollment program for eligible juniors and seniors. This initiative allows students to earn both high school and college credit simultaneously, accelerating their academic journey while reducing the overall cost of higher education. Dual enrollment introduces students to the college environment, helping them develop essential skills such as time management, independence, and confidence in navigating post-secondary academics.

BayTech covers the cost of books and supplies for all dual enrollment courses, ensuring equitable access for all students and removing potential financial barriers.

Sample Dual Enrollment Courses Offered:

- Statistics
- Physics

- Human Anatomy
- African American History
- West African Dance
- Japanese
- Economics
- Intro to Business
- Computer Programming (Python)
- Financial Accounting
- Introduction to General Psychology
- Interpersonal Communication
- Introduction to Computer Programming
- Real Estate
- World Wide Web Publishing
- Cryptocurrency and Business
- Medical Administration Assistance
- Drive Train Mechanics
- Intro to Political Science
- Accounting
- Managerial Accounting
- Public Speaking
- Spanish
- Salesmanship

BayTech students participate in a wide array of dual enrollment courses across STEM, business, and liberal arts disciplines. Students have recently enrolled in advanced technology, financial accounting, computer programming, and medical administration courses. They have also pursued electives like West African Dance and Real Estate, further diversifying their academic experiences.

BayTech's dual enrollment program enriches the school's curriculum and provides students with a competitive advantage in their academic and professional journeys. By fostering academic rigor, offering diverse course options, and removing financial barriers, BayTech ensures that all students are equipped with the tools and opportunities to achieve their college and career aspirations.

Comprehensive College Counseling

BayTech's commitment to rigorous academic achievement extends beyond coursework. Each student collaborates with counselors to create a personalized four-year academic plan aligned with A–G requirements and individual post-secondary goals. These plans ensure that students are taking the necessary classes to meet college admission standards while also exploring areas of personal and academic interest.

College counseling begins in 11th grade with a schoolwide kickoff event that includes students and families, laying the foundation for the college application journey. In 12th grade, each senior is assigned a college counselor, with the unique option to choose from one of four counselors based

on individual learning styles, communication preferences, or areas of need. This student-driven approach helps ensure a strong, supportive relationship during the critical application process.

BayTech's dedicated college counseling program supports students through every step of the college admission process:

- **Academic Planning:** Counselors help students select courses that align with their goals, ensuring they meet UC/CSU eligibility requirements.

- **Application Support:** Students receive personalized guidance on completing college applications, writing compelling essays, and searching for scholarships.

- **Parent Engagement:** Workshops and informational sessions empower families to actively support their children's educational journeys

Empowering Students for Success

By combining rigorous coursework, opportunities for advanced study, and individualized counseling, BayTech equips students with the skills, knowledge, and confidence to excel in college and beyond. Whether through AP courses, dual enrollment, or personalized academic planning, BayTech ensures that every student graduates prepared to thrive in an increasingly competitive and complex world.

Empowering Families in the College Journey

Recognizing the critical role families play in supporting college aspirations, BayTech actively engages parents and guardians in the process.

- **Parent Workshops:** Informational sessions provide families with the tools and knowledge they need to assist their children in navigating the college application process. Topics include understanding the A-G requirements, completing financial aid forms, and preparing for college visits.

- **Family College Nights:** These events offer opportunities for parents and students to learn together about college options, application timelines, and resources available to support their journey.

- **Streamlined Communication:** BayTech ensures families are informed about key dates, deadlines, and events through newsletters, email updates, and the school's online portal, making it easier for parents to stay involved.

Parents are informed during orientation, counselor meetings, and course planning workshops that all BayTech courses are Western Association of Schools and Colleges ("WASC")-accredited and fully transferable to other public high schools. Course catalogs and transcripts clearly indicate this transferability (see Appendix 7). Parents are informed about A–G eligibility through college

counseling nights, individual meetings with assigned college counselors, and course catalogs that label A–G approved courses. Course eligibility is also tracked through BayTech's transcript system and reviewed annually with families.

BayTech's commitment to fostering a college-going culture is evident in every aspect of its programming and community engagement. By combining early exposure, rigorous preparation, comprehensive counseling, mentorship, and family involvement, BayTech ensures that students not only aspire to attend college but also have the tools, knowledge, and support to succeed. Through this holistic approach, BayTech cultivates a generation of graduates who are prepared to thrive in higher education and contribute meaningfully to their communities.

6. Core Pedagogical Practices

BayTech Charter School's instructional program is grounded in research-based practices and refined through an ongoing cycle of inquiry. These core pedagogical practices ensure students engage with rigorous academic content while receiving the personalized support they need to thrive. The framework emphasizes differentiation, explicit instruction, academic discourse, close reading, and the development of critical analytical skills through claim/evidence/reasoning ("CER") methods. Collectively, these approaches prepare students for success in college, career, and beyond.

Differentiated and Adaptive Instruction

BayTech's commitment to equity is reflected in its focus on differentiation, ensuring that every student's unique learning needs are met. By using adaptive technologies, dynamic grouping, and targeted push-in interventions, teachers provide a personalized learning experience tailored to individual strengths and challenges.

Key Strategies:

1. **Flexible Grouping:** Students are grouped dynamically based on real-time assessment data, allowing for remediation, targeted practice, or enrichment.
2. **Adaptive Learning Tools:** Platforms dynamically adjust lessons to individual student needs, enabling self-paced progression through foundational and advanced skills.
3. **Targeted Push-In Interventions:** Instructional specialists and teachers collaborate to provide focused support to students identified as needing additional help in specific areas, closing learning gaps effectively.

Explicit Instruction

Explicit instruction forms the backbone of BayTech's teaching methodology. This structured approach ensures clarity in presenting new concepts, fostering mastery across all subjects.

Core Elements:

1. **Clear Learning Objectives:** Teachers begin each lesson with specific, measurable goals aligned to academic standards.
2. **Skill Modeling:** Concepts are introduced through step-by-step demonstrations and real-world examples.
3. **Guided Practice:** Students engage in scaffolded activities with real-time teacher feedback.
4. **Independent Application:** Students demonstrate mastery through individual tasks, with teachers providing ongoing monitoring and support.

Academic Discourse and Collaborative Learning

Academic discourse is central to BayTech's mission to develop critical thinkers. Structured protocols for student discussions provide opportunities for reflection, evidence-based argumentation, and peer collaboration.

Best Practices:

1. **Socratic Seminars:** Students engage in structured discussions, analyzing texts and defending arguments with evidence.
2. **Think-Pair-Share:** Students articulate their ideas in pairs before sharing with the larger group, building confidence and refining their reasoning.
3. **Collaborative Projects:** Team-based assignments encourage students to apply concepts in real-world contexts, fostering problem-solving and teamwork.

Close Reading and Text Analysis

Close reading strategies help students deeply engage with complex texts, building analytical and comprehension skills essential for academic success. This method ensures that students can interpret and critique information across disciplines.

Key Strategies:

1. **Multiple Readings:** Students focus on different aspects of the text—such as main ideas, vocabulary, and author's purpose—through repeated readings.
2. **Text-Dependent Questions:** Teachers craft questions requiring students to cite evidence and analyze the author's intent and craft.
3. **Annotating Texts:** Students underline, circle, and jot down notes to engage actively with the material.
4. **Graphic Organizers:** Tools like T-charts and concept maps help students visually structure their analysis.
5. **Focused Discussions:** Students discuss interpretations in small groups, using evidence to support their views.
6. **Vocabulary in Context:** Students decode unfamiliar words through context clues and targeted vocabulary activities, deepening their understanding of academic language.

Claim/Evidence/Reasoning Framework

The CER framework is a critical component of BayTech's instructional model, teaching students to construct logical, well-supported arguments. This approach enhances their analytical writing and speaking skills, preparing them for rigorous academic and professional environments.

Key Elements:

1. **Claim:** Students state a clear and concise response or thesis to a question or problem.
2. **Evidence:** Students provide factual support from texts, experiments, or observations to substantiate their claims.
3. **Reasoning:** Students explain how their evidence supports their claim, connecting data and ideas with logical coherence.

Best Practices:

- **Modeling CER:** Teachers demonstrate the process of crafting claims, selecting evidence, and articulating reasoning during lessons.
- **Practice Across Disciplines:** CER is used in science for analyzing experimental data, in humanities for interpreting texts, and in math for justifying solutions.
- **Peer Review:** Students critique each other's CER responses, refining their arguments based on feedback.

Building Academic Vocabulary

Developing a strong academic vocabulary is integral to student success at BayTech. Students engage in explicit vocabulary instruction to enhance their ability to navigate complex texts and discussions across disciplines.

Key Strategies:

1. **Frayer Model:** Students define terms, identify examples and non-examples, and use words in context to deepen understanding.
2. **Semantic Mapping:** Students visually organize words and their relationships to build connections between concepts.
3. **Interactive Word Walls:** Classrooms feature visual displays of key vocabulary with definitions and examples, reinforcing usage during instruction.
4. **Contextual Application:** Students encounter vocabulary in multiple contexts—reading, writing, and discussions—to ensure retention and mastery.

Professional Development and Teacher Growth

BayTech fosters continuous improvement in instructional quality through diverse professional development structures. These opportunities cater to varying learning styles and experience levels, ensuring all educators are equipped to implement best practices effectively.

Professional Development Structures:

- **Department and Grade Level Meetings**: Teachers collaborate bi-weekly to analyze student data, share strategies, and refine practices.

- **Instructional Coaching**: Experienced coaches provide individualized feedback and model teaching techniques to support growth.

- **Workshops and Seminars**: Teachers engage in focused sessions on topics such as differentiation, culturally responsive teaching, and academic discourse.

- **Peer Observations**: Educators observe colleagues' classrooms to gather insights and adopt effective strategies.

- **Collaborative Planning Sessions**: Grade-level and subject-area teams meet to align instruction and ensure curriculum coherence.

- **Teacher-Initiated PD**: Teachers are encouraged to request professional development aligned to their individual goals and instructional interests.

- **Targeted External Training**: All math teachers attend the Carnegie Learning Summer Institute, all AP teachers attend the College Board's AP Summer Institute, and all new teachers participate in classroom management training prior to the start of school.

BayTech's instructional practices create a rigorous, inclusive, and supportive learning environment that empowers students to succeed. By combining differentiated instruction, explicit teaching, academic discourse, close reading, and CER frameworks, BayTech ensures students develop the critical thinking and analytical skills needed for college and career readiness. Through robust professional development, teachers continually refine these methods, ensuring they meet the diverse needs of the BayTech community.

7. Overview of Course Structure at BayTech

BayTech Charter School offers a rigorous and relevant college-preparatory curriculum designed to meet the diverse needs of its student body. Grounded in our mission to prepare students for success in college, career, and life, our curriculum emphasizes personalized learning supported by the thoughtful integration of technology. This approach ensures that students receive tailored instruction that addresses their unique learning needs while fostering critical thinking, problem-solving, and engagement across all disciplines.

BayTech's curriculum is fully aligned with the California Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards, and remaining State Content Standards (collectively referred to as "State Standards"), providing students with a coherent and consistent educational experience that prepares them for college and career readiness. Advanced instructional tools such as i-Ready, ExactPath, Edmentum, Study Island, and IXL are seamlessly integrated to enhance personalization.

These tools allow students to work at their own pace, receive immediate feedback, and engage with interactive content, ensuring accessibility and support for all learners.

The curriculum spans a wide range of disciplines, including core subjects such as Mathematics, Science, English Language Arts, and History-Social Science, as well as electives in Foreign Language, Visual and Performing Arts, Technology, and Physical Education/Health. Each course is designed to engage students through inquiry-based activities, differentiated instruction, and real-world problem-solving. Teachers collaborate regularly in Department and Grade Level Meetings to design and refine curriculum maps and lesson plans, ensuring alignment with standards and responsiveness to student needs identified through data-driven assessments like California Assessment of Student Performance and Progress ("CAASPP") and Measures of Academic Progress ("MAP") tests.

Middle School Curriculum

In grades 6 through 8, students are enrolled in core courses in:

- Mathematics
- Science
- English Language Arts
- History-Social Science

Additionally, middle school students have access to a variety of elective and enrichment courses based on their needs, interests, and available resources, including:

- Languages Other Than English
- Visual and Performing Arts
- Physical Education/Health
- Computers and Technology
- Math and ELA Enrichment
- Life Skills

This comprehensive curriculum builds foundational knowledge and skills while fostering curiosity, creativity, and engagement through a hands-on, inquiry-based approach.

High School Curriculum

BayTech's high school program is designed to meet California's high school graduation requirements and the "A-G" requirements of the University of California system. With an emphasis on academic rigor and preparation for post-secondary success, the high school curriculum includes core courses in:

- Mathematics
- Science
- English Language Arts

- History-Social Science

Additionally, students are required to take:

- Physical Education
- Foreign Language
- Visual and Performing Arts
- Computer/Technology
- Elective Courses

High school students also complete a community service project, connecting their academic learning to civic engagement and real-world applications. The curriculum emphasizes advanced coursework in science and math as well as writing proficiency, which are reliable predictors of post-secondary success.

Commitment to Collaboration and Innovation

BayTech's curriculum development and instructional practices emphasize collaboration, innovation, and inclusivity. Teachers align curriculum both horizontally (across subjects) and vertically (across grade levels) to ensure smooth transitions and consistent academic standards. By leveraging data-driven strategies, reflective practices, and cutting-edge technology, BayTech continuously evolves its curriculum to meet the needs of its students and the demands of the modern world.

This comprehensive and forward-thinking course structure equips BayTech students with the knowledge, skills, and confidence to excel academically and make meaningful contributions to their communities and beyond.

8. Math Program Elements

BayTech's math curriculum is built on the belief that all students can achieve mastery of mathematical concepts through a combination of rigorous content, real-world application, and personalized support. The selected curriculum, including Carnegie Learning and other supplementary tools, reflects a philosophy grounded in constructivist learning theory and growth mindset principles, which emphasize that students learn best when actively constructing their understanding and engaging with content in meaningful ways.

Objectives of the Math Program

1. **Develop Foundational Skills:** Ensure students acquire core mathematical knowledge and fluency to support advanced learning.
2. **Promote Conceptual Understanding:** Foster a deep comprehension of mathematical principles, emphasizing "why" before "how."
3. **Encourage Real-World Applications:** Connect mathematical concepts to practical situations to enhance engagement and relevance.

4. **Provide Personalized Learning Paths:** Use adaptive technology to meet diverse learning needs and promote equity.
5. **Prepare for College and Career:** Equip students with the skills necessary for higher education and success in STEM and non-STEM fields.

Key Philosophical Tenets:

1. **Learning by Doing**
   The curriculum is designed to immerse students in problem-solving and inquiry-based activities. Classes integrate project-based tasks and collaborative learning opportunities, enabling students to connect abstract mathematical concepts to real-world scenarios. This hands-on approach develops critical thinking and problem-solving skills while fostering a deeper understanding of mathematical principles.

2. **Personalized and Adaptive Learning**
   A foundational belief in BayTech's math program is that students progress at different rates and benefit from personalized pathways to mastery. The curriculum includes adaptive software tools that provide real-time feedback and adjust the complexity of tasks based on individual student performance. This ensures that struggling learners receive targeted interventions, while advanced learners can explore more challenging material, creating an equitable learning environment for all.

3. **Conceptual Understanding Before Procedural Fluency**
   The curriculum prioritizes building a strong conceptual foundation before introducing procedural techniques. By emphasizing the "why" behind mathematical operations, students gain a deeper understanding of the principles underlying the methods they use. This approach aligns with research showing that students with a solid conceptual foundation are better able to transfer knowledge to novel problems.

4. **Problem-Solving and Critical Thinking**
   Students are guided to view mathematics as a discipline of reasoning and analysis. They learn to approach challenges from multiple perspectives, employing diverse strategies to devise solutions. This emphasis on analytical thinking prepares students to navigate both academic and real-world problems effectively.

5. **Real-World Application and Relevance**
   BayTech's math curriculum incorporates real-world contexts to demonstrate the practical relevance of mathematics. This philosophy encourages students to see math as a tool for solving authentic problems, from calculating probabilities in sports to analyzing data trends in science. By framing math as a practical skill, the curriculum increases student engagement and motivation.

6. **Collaborative and Reflective Learning**
   Collaboration is integral to the structure of the math program, with students frequently

working in groups to solve problems, discuss strategies, and critique solutions. This process not only builds teamwork and communication skills but also deepens individual understanding through peer-to-peer learning. Reflection is embedded in the curriculum, with students encouraged to analyze their own problem-solving approaches and learn from mistakes.

7. **Growth Mindset**
   Students are encouraged to view mathematics as a discipline where effort and persistence lead to success. By fostering a growth mindset, BayTech builds students' confidence, resilience, and willingness to embrace challenges.

Rationale for Curriculum Structure:

- **Sequential Progression**
  Courses like Algebra I, Geometry, Algebra II, and Pre-Calculus follow a logical progression, building on prior knowledge to develop increasingly complex mathematical reasoning. This sequence ensures that students develop a comprehensive skill set aligned with college and career readiness.

- **Integrated Technology**
  Tools like Carnegie Learning's MATHia software provide a personalized, adaptive experience that complements in-class instruction. The technology reinforces classroom learning, offering additional practice and instant feedback to address gaps in understanding.

- **Blended Learning Approach**
  By combining traditional teacher-led instruction with technology-based learning, the curriculum accommodates diverse learning styles and provides flexibility in how content is delivered and practiced.

- **Alignment with Standards and College Readiness Goals**
  The curriculum is aligned with California Common Core State Standards, ensuring students are prepared for state assessments and meet the A-G requirements for college eligibility. It also emphasizes the development of mathematical practices such as reasoning abstractly, modeling with mathematics, and persevering in problem-solving, which are critical for success in higher education and STEM careers.

Course Offerings

Middle School (Grades 6-8)

Math 6

Math 6 is designed to build a strong foundation in mathematical fluency and confidence, setting the stage for more advanced study in subsequent grades. The course emphasizes mastery of fundamental concepts such as fractions, ratios, percentages, and basic geometry. Students engage in

problem-solving activities that connect math to real-world scenarios, such as calculating discounts, interpreting data, and understanding spatial relationships. Collaborative exercises and hands-on activities encourage students to explore mathematical ideas actively, while adaptive learning tools ensure personalized support for diverse learning needs.

Math 7

Math 7 introduces students to more advanced concepts, including proportional relationships, expressions, and linear equations. The course places significant emphasis on critical thinking and analytical skills, preparing students for the challenges of Pre-Algebra. Students explore concepts like scaling, graphing relationships, and solving two-step equations through real-world applications such as financial literacy and data interpretation. Group work and technology integration foster collaboration and engagement, while scaffolding ensures all learners can access and master the material.

Pre-Algebra

Prerequisites: Math 7 or teacher recommendation

Pre-Algebra bridges the gap between foundational math and Algebra 1 by focusing on algebraic reasoning and the manipulation of mathematical expressions. Core topics include operations with integers, fractions, and decimals; understanding and using variables; and solving basic linear equations and inequalities. Students also explore concepts like the distributive property and coordinate graphing. Through project-based learning and contextualized problem-solving tasks, students gain confidence in their abilities and a deeper understanding of how algebra applies to real-world scenarios.

Algebra I

Placement by teacher recommendation or diagnostic data

Select middle school students with demonstrated math readiness may bypass Pre-Algebra and begin the school year in Algebra I. These students participate in a Jump Start to Algebra summer program each July to prepare for the accelerated pace and rigor of the course. Algebra I focuses on key concepts such as solving linear and quadratic equations, working with polynomials, understanding functions, and analyzing data. Emphasis is placed on real-world applications, conceptual understanding, and mathematical reasoning, laying a strong foundation for advanced high school math coursework.

<u>High School (Grades 9-12)</u>

Algebra 1

Prerequisites: None

Algebra 1 introduces students to the foundational concepts of higher mathematics, focusing on variables, expressions, equations, and their real-world applications. Core topics include solving linear equations and inequalities, graphing functions, and exploring quadratic equations. Students learn to analyze and interpret data, with applications ranging from business modeling to physics problems. Technology, such as graphing calculators and online tools, is integrated to enhance understanding and provide immediate feedback.

Students who demonstrate low math proficiency in 8th grade are invited to attend BayTech's Summer Math Institute, where they receive targeted support and preview the first three chapters of the Algebra 1 curriculum. This early exposure helps build confidence, strengthen foundational skills, and increase readiness for the rigor of high school-level algebra.

Geometry

Prerequisites: Algebra 1

Geometry develops students' ability to think spatially and reason logically. Key topics include geometric proofs, congruence and similarity, and the properties of shapes and solids. Students explore real-world applications through problems involving measurements, design, and constructions. Dynamic geometry software like GeoGebra is used to visualize and manipulate figures, enhancing conceptual understanding. Collaborative projects challenge students to apply their knowledge to practical problems, such as designing floor plans or coding geometric patterns. This course lays a foundation for advanced studies, including Honors Geometry or Algebra 2.

Honors Geometry

Prerequisites: Algebra 1

Honors Geometry extends beyond the standard curriculum to include advanced geometric theorems, proofs, and transformations. Students engage in rigorous problem-solving and explore applications such as architectural design, computer graphics, and optimization problems. The course integrates tools like GeoGebra for dynamic visualizations and emphasizes independent and group-based enrichment projects. Honors Geometry prepares students for advanced coursework, such as Honors Algebra 2.

Algebra 2

Prerequisites: Algebra 1

Algebra 2 builds upon concepts from Algebra 1, introducing advanced topics such as quadratic functions, polynomials, logarithms, and complex numbers. Students analyze and model real-world scenarios, including population growth and financial trends, using mathematical equations. The course emphasizes connections between algebra and geometry and prepares students for Pre-Calculus and other advanced courses. Graphing calculators and algebraic modeling software support exploration and deepen understanding, aligning students for success in STEM-related fields.

Honors Algebra 2

Prerequisites: Algebra 1 and teacher recommendation

Honors Algebra 2 is an accelerated course designed for motivated students seeking a deeper challenge. In addition to the standard Algebra 2 curriculum, students tackle advanced topics, including statistical analysis and conic sections. They apply algebraic concepts to real-world problems in engineering and scientific research. The course incorporates independent and collaborative projects, encouraging critical thinking and creativity. Honors Algebra 2 prepares students for advanced courses such as Honors Pre-Calculus and AP Calculus.

Statistics

Prerequisites: Algebra 1
Statistics introduces students to probability, data analysis, and inferential statistics. Students learn to collect, interpret, and present data effectively, applying statistical methods to real-world contexts such as public health, sports, and business. Topics include measures of central tendency, standard deviation, and hypothesis testing. Through projects and case studies, students gain practical experience in using statistics to inform decision-making and draw meaningful conclusions.

Pre-Calculus
Prerequisites: Algebra 2 or Honors Algebra 2
Pre-Calculus prepares students for the rigor of Calculus by covering topics such as advanced algebra, trigonometry, and functions. Students analyze mathematical models, exploring applications in physics, engineering, and economics. The course includes topics such as exponential and logarithmic functions, polynomial behavior, and trigonometric identities. Through collaborative projects, students connect abstract mathematical concepts to real-world challenges, using tools like graphing calculators to visualize complex relationships.

Calculus AB
Prerequisites: Pre-Calculus or Honors Pre-Calculus
Calculus AB introduces students to differential and integral calculus, including limits, derivatives, and the Fundamental Theorem of Calculus. Students apply these concepts to real-world problems in optimization, area calculations, and motion analysis. The course emphasizes mathematical reasoning, modeling, and the use of graphing technology. Students are prepared for the AP Calculus AB exam and higher-level mathematics in college.

BayTech's comprehensive mathematics program ensures that students are equipped with the knowledge, skills, and confidence to succeed in higher education and beyond. Each course is designed to build on prior learning, challenge students at an appropriate level, and demonstrate the relevance of mathematics in everyday life.

9. ELA Program Elements

BayTech's ELA curriculum is designed to foster critical thinking, effective communication, and a deep appreciation for literature and language. Through a combination of rigorous texts, targeted skill development, and differentiated supports, the program equips students with the literacy skills essential for success in college, career, and life. The curriculum incorporates research-based resources such as *Perrine's Literature*, *EDGE*, *INSIDE Cengage Learning*, and digital tools like i-Ready, ExactPath, Edmentum, Study Island, NoRedInk and IXL, reflecting a philosophy that emphasizes comprehension, analysis, and effective writing across genres and disciplines.

Objectives of the ELA Program

1. **Develop Critical Reading Skills:** Equip students to analyze and interpret diverse literary and informational texts, including canonical and contemporary works, with an emphasis on close reading and textual evidence.

2. **Foster Effective Writing Across Genres:** Enable students to craft clear, coherent, and well-supported written works in narrative, expository, persuasive, and analytical genres.
3. **Build Academic Vocabulary and Language Proficiency:** Strengthen students' command of academic and content-specific vocabulary, grammar, and syntax, enhancing their ability to engage with complex texts and communicate effectively.
4. **Integrate Reading and Writing for Comprehensive Literacy:** Create meaningful connections between reading and writing tasks to reinforce comprehension and the application of literary techniques.
5. **Encourage Real-World Relevance and Critical Thinking:** Engage students with assignments that connect their learning to contemporary issues, encouraging them to think critically and articulate informed opinions.
6. **Cultivate Growth Mindset and Academic Independence:** Instill resilience and a growth mindset, emphasizing the iterative process of learning and the importance of effort and persistence in developing literacy skills.
7. **Prepare Students for College and Career Readiness:** Align instruction with California Common Core State Standards and A-G requirements, ensuring students develop the reading, writing, and critical thinking skills needed for success in higher education and beyond.

Key Philosophical Tenets:

1. **<u>Reading for Deep Understanding</u>**
   The ELA program prioritizes reading comprehension and critical analysis. Students engage with a diverse array of texts, including canonical works, contemporary literature, and informational texts, to develop an ability to interpret and evaluate ideas. Close reading strategies are integrated into lessons, encouraging students to explore themes, rhetorical structures, and authorial intent while building skills in textual evidence and reasoning.

2. **<u>Writing Across Genres</u>**
   A cornerstone of the curriculum is developing students' capacity to write effectively across multiple genres, including narrative, expository, persuasive, and analytical writing. Students are guided to craft coherent arguments, articulate their perspectives clearly, and support their claims with well-reasoned evidence and analysis. Writing tasks are scaffolded to build confidence and proficiency over time, preparing students for college-level expectations.

3. **<u>Vocabulary and Language Development</u>**
   Building academic and content-specific vocabulary is a core focus, supported by structured strategies such as the Frayer Model, semantic mapping, and direct instruction. Tools like i-Ready, ExactPath, Edmentum, Study Island, IXL and NoRedInk reinforce grammar and syntax, ensuring students have a strong command of language conventions. These practices prepare students to engage with complex texts and communicate effectively in diverse contexts.

4. **Integration of Reading and Writing**
   The curriculum is structured to create strong connections between reading and writing. For example, students may analyze themes or rhetorical techniques in a text and then apply similar approaches in their own writing. This integration reinforces comprehension and allows students to transfer skills across disciplines and real-world scenarios.

5. **Differentiation and Targeted Support**
   The ELA program recognizes that students arrive with varying levels of proficiency and provides tailored supports to meet diverse learning needs. Differentiated instruction, small-group interventions, and adaptive tools like *INSIDE Cengage Learning* and NoRedInk help address skill gaps while challenging advanced learners to explore more complex materials. Push-in interventions provide focused, in-the-moment support to ensure all students reach their potential.

6. **Cultural Responsiveness and Representation**
   BayTech's ELA curriculum includes diverse perspectives, voices, and cultures, ensuring students see themselves reflected in the material they study while also expanding their understanding of the world. This inclusive approach fosters empathy, critical thinking, and a sense of belonging, enriching classroom discussions and personal growth.

7. **Real-World Relevance and Critical Thinking**
   Students engage in tasks that connect their learning to real-world issues, such as persuasive essays on current events or research projects on topics of personal and societal importance. These assignments encourage students to think critically about their world, form evidence-based opinions, and articulate their perspectives with clarity and conviction.

8. **Growth Mindset and Academic Independence**
   Students are encouraged to view literacy as a skill that can be cultivated with effort and persistence. By fostering a growth mindset, the program helps students build resilience in tackling challenging texts and writing tasks. Opportunities for revision and feedback are embedded into the curriculum, emphasizing learning as an iterative process.

Rationale for Curriculum Structure:

- **Sequential Progression**
  The curriculum is designed to build skills incrementally, with each year introducing more complex texts and writing assignments. From foundational analysis in *English 9* to advanced argumentative writing in *English 12* and AP English Language and Composition, students develop a comprehensive skill set aligned with college readiness.

- **Integrated Technology**
  Digital platforms like i-Ready, ExactPath, Edmentum, Study Island, NoRedInk and IXL provide adaptive, personalized practice in grammar, writing mechanics, and reading

comprehension. These tools allow students to progress at their own pace and receive immediate feedback, complementing teacher-led instruction.

- **Blended Learning Approach**
  The program employs a blended model that combines traditional classroom teaching with technology-driven activities. This approach accommodates diverse learning styles and provides multiple avenues for skill acquisition and mastery.

- **Alignment with Standards and College Readiness Goals**
  The ELA curriculum is fully aligned with California Common Core State Standards for English Language Arts, ensuring students meet state benchmarks and develop the skills necessary for college and career readiness. By emphasizing critical reading, writing, and academic discourse, the curriculum supports students in meeting A-G requirements and excelling on state assessments.

Course Offerings

Middle School (Grades 6–8)

Language Arts 6
Prerequisites: None
Language Arts 6 focuses on foundational literacy skills aligned with California Common Core State Standards. Students engage with a variety of texts, including fiction, non-fiction, poetry, and informational materials, to build reading comprehension and analytical thinking. Grammar, sentence structure, and vocabulary are integral components, enabling students to write effectively across genres. Writing tasks range from narrative storytelling to evidence-based essays, fostering clarity, organization, and audience awareness.

Language Arts 7
Prerequisites: Language Arts 6 or teacher recommendation
Language Arts 7 builds on prior knowledge, deepening students' analytical and critical thinking abilities. Students explore complex texts such as novels, historical documents, and informational pieces to identify themes, evaluate arguments, and support claims with textual evidence. Writing assignments include argumentative essays and literary analyses that emphasize logical reasoning and coherence. Vocabulary development and grammar are reinforced to ensure academic language proficiency.

Language Arts 8
Prerequisites: Language Arts 7
Language Arts 8 prepares students for the rigors of high school English by emphasizing critical analysis and evidence-based writing. Students analyze challenging texts, including excerpts from Shakespeare, culturally significant works, and contemporary literature. Writing tasks include persuasive essays, research papers, and creative projects that synthesize ideas across multiple

sources. The curriculum also focuses on academic discussions to build students' confidence in articulating complex ideas.

Language Arts 8 Honors

Prerequisites: Teacher recommendation and demonstrated writing proficiency

Language Arts 8 Honors offers an accelerated curriculum for students who are ready to engage with high school-level texts and writing expectations. In addition to the core content of Language Arts 8, Honors students read extended literary works and undertake more complex analytical writing tasks. Emphasis is placed on rhetorical analysis, comparative literary essays, and seminar-style discussions. The course prepares students for advanced English courses in high school, including Pre-AP and AP English.

High School (Grades 9–12)

English 9

Prerequisites: None

English 9 introduces students to high school-level reading, writing, and critical analysis. Through diverse genres, including novels, poetry, drama, and non-fiction, students develop foundational skills in close reading and literary interpretation. Writing tasks focus on constructing clear arguments and analyzing literary elements such as theme, tone, and characterization. This course establishes the skills necessary for advanced English coursework.

English 10

Prerequisites: English 9

English 10 explores world literature, offering perspectives from different cultures and historical periods. Students build advanced analytical skills, examining how authors develop arguments and craft narratives. Writing tasks include literary essays, research projects, and creative pieces. Vocabulary development and rhetorical analysis are emphasized to prepare students for college-level writing.

Honors English 10

Prerequisites: English 9 and teacher recommendation

Honors English 10 offers a challenging curriculum for motivated students, focusing on world literature and advanced writing tasks. Students analyze themes, rhetorical strategies, and stylistic devices in texts, crafting analytical essays, research projects, and creative works. This course encourages deep intellectual engagement and prepares students for AP English coursework.

English 11

Prerequisites: English 10

English 11 focuses on American literature and its historical, cultural, and philosophical contexts. Students analyze works from various genres and time periods, addressing themes such as identity, freedom, and social justice. Writing assignments include analytical essays, rhetorical analyses, and research-based projects, with integrated SAT preparation to support college readiness.

English 12: Literature and Composition

Prerequisites: English 10 or 11 and teacher recommendation

AP English Literature and Composition engages students in the critical analysis of imaginative literature, including poetry, drama, and novels. Students examine themes, figurative language, and narrative techniques, writing essays that reflect nuanced textual understanding. This course develops close reading skills and prepares students for the AP exam and collegiate literary studies.

AP English Language and Composition

Prerequisites: English 10 or 11 and teacher recommendation

AP English Language emphasizes expository and analytical writing, focusing on non-fiction texts. Students explore rhetorical strategies, argumentation, and synthesis, crafting essays that demonstrate clear, evidence-based reasoning. The course prepares students for the AP exam and college-level writing, developing skills in critical analysis and persuasive communication.

Writing and Literature for the College Bound

Prerequisites: English 11 and teacher recommendation

BayTech's 12th-grade core ELA sequence is split across two semester-long courses. In Semester 1, Writing for the College Bound, students focus on crafting personal statements, analytical essays, and argumentative writing aligned with college-level expectations. In Semester 2, Literature for the College Bound, students explore major works of American and global literature, emphasizing literary analysis, authorial intent, and thematic depth. Both courses are designed to prepare students for postsecondary writing and reading demands.

Creative Writing

Grade 11 Elective

Creative Writing encourages students to explore their voice and creativity through various genres, including fiction, poetry, and memoir. Students engage in the writing process—brainstorming, drafting, revising, and editing—to produce a polished portfolio of original work. The course emphasizes imagination, self-expression, and technical writing skills, preparing students for personal and academic writing challenges.

Screenwriting

Grade 12 Elective

Screenwriting introduces students to the fundamentals of visual storytelling for film and television. Students learn screenplay structure, dialogue development, and scene pacing. Through workshops and peer critique, students draft original scripts and gain insight into the creative process behind cinematic writing.

Public Speaking

Grade 12 Elective

Public Speaking equips students with the skills to prepare and deliver effective oral presentations. Emphasizing clarity, persuasion, and audience engagement, students practice speeches across various formats, including informative, persuasive, and impromptu. The course builds confidence and communication skills applicable to academic and real-world settings.

Science Fiction Writing
Grade 12 Elective
Science Fiction Writing challenges students to imagine and construct speculative worlds rooted in scientific or futuristic concepts. Students explore genre conventions, develop original short stories, and analyze influential works of science fiction. Emphasis is placed on creativity, critical thinking, and thematic exploration.

BayTech's ELA program is designed to develop literate, thoughtful, and articulate individuals capable of navigating complex texts and expressing themselves with confidence. By emphasizing critical reading, effective writing, and cultural responsiveness, the curriculum ensures students are prepared for the demands of higher education and the evolving challenges of the modern world. Through a combination of rigorous instruction, differentiated supports, and real-world applications, BayTech empowers students to become lifelong learners and engaged global citizens.

10. Science Program Elements

BayTech's science program is designed to foster curiosity, critical thinking, and a deep understanding of scientific principles through inquiry-driven learning and hands-on experimentation. Aligned with the NGSS, the curriculum emphasizes real-world applications, interdisciplinary connections, and collaborative problem-solving. By integrating rigorous content with practical experiences, BayTech prepares students to navigate the complexities of the modern world and contribute meaningfully to society.

Objectives of the Science Program

1. **Foster Scientific Inquiry and Exploration:** Develop students' ability to think critically and scientifically by engaging them in the discovery process. Students will learn to ask meaningful questions, design experiments, collect and analyze data, and draw evidence-based conclusions.
2. **Promote Cross-Disciplinary Integration:** Strengthen connections between science, mathematics, technology, and engineering to foster a holistic understanding of scientific principles and their real-world relevance.
3. **Cultivate Real-World Problem-Solving Skills:** Prepare students to address contemporary challenges, such as climate change, public health, and sustainable energy, by applying scientific principles to local and global issues.
4. **Encourage Collaborative Learning:** Build teamwork and communication skills by engaging students in group experiments, peer reviews, and collaborative projects that mirror professional scientific practices.
5. **Develop Critical Thinking and Evidence-Based Reasoning:** Equip students to critically evaluate scientific claims, identify credible sources, and construct well-supported arguments using data and evidence.
6. **Emphasize Scientific Literacy:** Prepare students for informed civic engagement and lifelong learning by integrating skills such as constructing lab reports, delivering scientific presentations, and debating ethical issues in science.

7. **Promote Systems Thinking:** Help students understand interconnected systems, such as ecosystems and energy cycles, encouraging them to analyze how changes in one area affect broader systems.
8. **Prepare for STEM Careers and Lifelong Learning:** Provide students with the skills and knowledge required to succeed in STEM fields, emphasizing the practical application of scientific principles and critical problem-solving in professional and academic contexts.

Key Philosophical Tenets:

1. **Inquiry-Driven Exploration**
   The science program prioritizes student engagement in the discovery process. Lessons are structured around the scientific method, where students formulate questions, design experiments, collect and analyze data, and draw evidence-based conclusions. This approach fosters a deep understanding of core scientific concepts and cultivates critical problem-solving skills.

2. **Hands-On Learning**
   Laboratory experiments, field investigations, and engineering challenges are integral to the curriculum. By actively participating in scientific processes, students connect theoretical knowledge to practical applications, deepening their comprehension and retention of material.

3. **Cross-Disciplinary Integration**
   BayTech's science curriculum bridges disciplines such as mathematics, technology, and engineering to provide a holistic understanding of scientific principles. For example:
   - Physics integrates mathematical analysis for motion studies.
   - Environmental science explores the intersection of biology, chemistry, and social systems.
   - Chemistry incorporates data analysis and technological simulations.

   These connections emphasize the real-world relevance of science and prepare students for STEM careers.

4. **Real-World Applications**
   Science instruction emphasizes solving authentic problems. Students engage with contemporary challenges such as climate change, public health, and sustainable energy solutions, linking their studies to global and local contexts.

5. **Collaborative Learning Environment**
   The program mirrors professional scientific practices by encouraging teamwork and peer collaboration. Students work in groups to hypothesize, conduct experiments, and present findings, building essential communication and interpersonal skills.

6. **Critical Analysis and Evidence-Based Reasoning**
   Students are taught to evaluate scientific claims critically, discern credible sources, and use

data to support conclusions. This skill set prepares them to navigate scientific and technological advancements responsibly.

Rationale for Curriculum Structure:

- **Student-Centered Learning**
  BayTech employs instructional strategies tailored to diverse learning styles, ensuring engagement and accessibility for all students. Key approaches include:
  - Experiments and Simulations: Students visualize and test scientific theories through hands-on activities that bring abstract concepts to life.
  - Collaborative Projects: Peer interaction and shared discovery cultivate teamwork and deepen understanding.
  - Classroom Discussions: Students articulate their understanding and refine their ideas through guided discussions, promoting critical thinking and communication.

- **Emphasis on Scientific Literacy**
  Scientific literacy is a cornerstone of BayTech's curriculum, preparing students for civic engagement and lifelong learning. Instruction includes:
  - Lab Reports: Students construct clear hypotheses, methodologies, and evidence-based conclusions.
  - Presentations: Opportunities to present scientific findings help develop public speaking and communication skills.
  - Debates on Ethical Issues: Engaging with scientific ethics encourages students to think critically about the societal impact of scientific advancements.

- **Project-Based Learning**
  BayTech integrates elements of Engineering and Design to applying scientific principles to real-world problems. Students design, test, and refine innovative solutions to engage students in meaningful investigations, such as:
  - Designing eco-friendly energy solutions.
  - Creating models of tectonic plate movements.
  - Analyzing environmental data, such as water quality impacts. These projects develop critical thinking, problem-solving skills, and a sense of relevance to real-world applications.

- **Systems Thinking:**
  The curriculum emphasizes interconnected systems, such as ecosystems and energy cycles, encouraging students to consider how changes affect broader contexts.

Science Course Offerings

Middle School (Grades 6–8)

Earth Science

Prerequisites: None

Earth Science introduces students to foundational concepts in geology, meteorology, oceanography, and environmental science. Students investigate topics such as plate tectonics, weather systems, energy resources, and the impact of human activity on the Earth's systems. Hands-on projects, interactive simulations, and the application of the scientific method build students' problem-solving skills and scientific literacy.

Life Science

Prerequisites: None

Life Science focuses on the study of living organisms, biological systems, and ecological relationships. Key topics include cellular processes, genetics, ecosystems, and human body systems. Students participate in laboratory experiments, model ecological interactions, and explore genetic patterns, fostering critical thinking and an appreciation of life's complexity.

Physical Science

Prerequisites: None

Physical Science combines basic principles of physics and chemistry to build a foundation for high school science. Students explore topics such as energy transformations, forces, states of matter, and chemical reactions. Through inquiry-based experiments and collaborative projects, students develop a strong understanding of the physical world while refining their analytical skills.

High School (Grades 9–12)

Biology

Prerequisites: None

Biology introduces students to the study of life and living systems, focusing on cellular processes, genetics, ecosystems, and evolution. Students conduct hands-on experiments, such as DNA extraction and photosynthesis investigations, to apply scientific concepts. Emphasis is placed on critical thinking, data analysis, and scientific writing to prepare students for advanced science courses.

Chemistry

Prerequisites: Algebra 1

Chemistry explores the structure, properties, and behavior of matter. Topics include atomic theory, chemical bonding, reaction rates, and thermodynamics. Students conduct experiments to study concepts such as acid-base reactions and stoichiometry. This course emphasizes mathematical problem-solving and prepares students for advanced science coursework.

Honors Chemistry

Prerequisites: Algebra 1 and Teacher Recommendation

Honors Chemistry offers a deeper and faster-paced study of chemical principles. Students engage in complex problem-solving, advanced laboratory investigations, and applications of chemistry in real-world contexts, preparing them for AP-level science courses.

Physics

Prerequisites: Algebra 1

Physics introduces students to the laws governing motion, forces, energy, and electromagnetism. Students apply mathematical reasoning to solve real-world problems and conduct experiments on topics such as projectile motion, wave properties, and circuits. The course emphasizes analytical and computational skills essential for STEM careers.

Honors Physics

Prerequisites: Algebra 1 and Teacher Recommendation

Honors Physics offers an accelerated and rigorous exploration of classical and modern physics topics. Students engage in advanced laboratory experiments, such as designing and analyzing experiments on rotational motion and energy conservation. This course prepares students for AP Physics or other advanced STEM opportunities.

Human Anatomy & Physiology

Prerequisites: B or Higher in Biology, Teacher Recommendation

This course provides a comprehensive exploration of human body systems and their interdependence. Students study anatomy and physiological processes through dissections, case studies, and laboratory investigations. This course is particularly suited for students interested in health sciences or medical careers.

Introduction to Medical Science

Prerequisites: Biology and Teacher Recommendation

This course introduces students to key concepts in medical science, including human anatomy, disease pathology, and healthcare practices. Laboratory activities, case studies, and guest speakers from medical fields expose students to real-world applications, preparing them for advanced studies in health sciences.

Introduction to Community Public Health

Prerequisites: Biology and Teacher Recommendation

This interdisciplinary course examines public health topics such as disease prevention, nutrition, mental health, and global health challenges. Students explore how societal and environmental factors influence health outcomes, using data analysis and case studies to evaluate public health interventions.

AP Anatomy and Physiology

Prerequisites: Biology, Chemistry, and teacher recommendation

AP Anatomy and Physiology is a rigorous, college-level course that provides an in-depth study of the human body and its systems. Students explore the structure and function of the body through topics such as cellular processes, tissues, and the skeletal, muscular, nervous, cardiovascular, respiratory, and digestive systems. Laboratory experiences, including dissections and physiological experiments, deepen understanding of complex concepts. The course emphasizes critical thinking, evidence-based analysis, and application of knowledge to real-world health and medical contexts. Students also engage with current research and case studies to connect their learning to

advancements in medical science, preparing them for further studies in biology, medicine, or related fields.

BayTech's science program is designed to engage students in the practices of scientific inquiry and foster a deep understanding of natural phenomena. By emphasizing hands-on learning, interdisciplinary connections, and real-world applications, the curriculum equips students with the knowledge and skills needed for academic and professional success in the sciences.

11. History Program Elements

BayTech's history curriculum is designed to inspire critical thinking, civic engagement, and a nuanced understanding of global and national events. Utilizing resources such as *Fabric of a Nation*, *Modern World History*, *American Politics and Government Today*, and *History Alive TCI*, the program provides students with a rigorous and engaging exploration of historical and contemporary issues. The curriculum is grounded in the belief that history education should equip students with the analytical tools and contextual knowledge needed to navigate an increasingly interconnected and complex world.

Objectives of the History Program

1. **Develop Critical Thinking and Analytical Skills**
    - Analyze primary and secondary sources to evaluate historical claims.
    - Synthesize evidence from diverse perspectives to construct well-reasoned arguments.
    - Engage in document-based inquiries and research projects to foster critical analysis.
2. **Foster Historical Contextual Understanding**
    - Explore connections between historical events and contemporary issues.
    - Understand how societal changes and historical movements shape current political, social, and cultural dynamics.
    - Use thematic approaches to identify patterns, causation, and long-term impacts of historical events.
3. **Promote Civic Engagement and Ethical Reflection**
    - Examine foundational concepts such as democracy, governance, and human rights.
    - Participate in discussions on ethics and policy to reflect on individual roles in a democratic society.
    - Prepare students for active civic participation by understanding governmental structures and responsibilities.
4. **Encourage Global Perspectives**
    - Study diverse voices and narratives to gain a comprehensive view of historical events.
    - Analyze global interactions and cultural exchanges to promote empathy and global citizenship.
    - Explore how historical movements influence cultural diversity and interconnectedness.
5. **Enhance Communication and Collaboration Skills**

- Participate in project-based learning tasks such as debates, presentations, and multimedia projects.
- Work collaboratively to solve problems, analyze policies, and design exhibits or research projects.
- Build teamwork and communication skills through shared exploration of historical themes.

6. **Prepare Students for College and Career Readiness**
   - Align learning with California Common Core State Standards and A-G requirements.
   - Emphasize skills such as critical analysis, research, and evidence-based writing for Advanced Placement and college-level coursework.
   - Equip students to navigate complex issues and contribute thoughtfully to their communities.
7. **Cultivate Lifelong Historical Inquiry**
   - Encourage curiosity and a sustained interest in historical events and their relevance to the modern world.
   - Develop habits of questioning, analyzing, and connecting historical knowledge to real-world applications.
   - Foster a mindset of continuous learning and informed decision-making in civic and personal contexts.

Key Philosophical Tenets:

1. **Critical Thinking and Evidence-Based Analysis**
   BayTech's history curriculum prioritizes the development of students' ability to analyze primary and secondary sources critically. Students learn to evaluate historical claims, synthesize evidence from diverse perspectives, and construct well-reasoned arguments. By engaging in document-based inquiries and research projects, they cultivate essential skills for understanding the past and its implications for the present.

2. **Connecting Past to Present**
   Through a thematic approach, students explore how historical events and societal changes influence contemporary issues. For example, courses like *Fabric of a Nation* and *American Politics and Government Today* encourage students to draw connections between historical movements and current political, social, and cultural dynamics. This fosters a sense of relevance and deepens students' engagement with history.

3. **Emphasis on Civic Engagement**
   The program underscores the importance of informed citizenship by exploring foundational concepts such as democracy, governance, and human rights. Classes like AP U.S. Government and *Glencoe United States Government: Democracy in Action* prepare students to actively participate in civic life by understanding the structures and responsibilities of government. Discussions on ethics and policy challenge students to reflect on their roles within a democratic society.

4. **Inclusive Perspectives and Global Understanding**
   BayTech's history curriculum incorporates diverse voices and narratives to provide a comprehensive view of historical events. From studying world history through *Modern World History* to analyzing U.S. history with *Fabric of a Nation*, students gain a multicultural perspective that promotes empathy and global awareness. This inclusivity prepares students to navigate a diverse and interconnected world.

5. **Project-Based Learning and Collaborative Exploration**
   Students engage in project-based tasks that encourage collaboration, creativity, and problem-solving. Examples include creating multimedia presentations on historical events, debating policy decisions, or designing exhibits that connect historical artifacts to broader themes. This approach mirrors the interdisciplinary nature of history and builds teamwork and communication skills.

Rationale for Curriculum Structure:

- **Sequential Progression**
  The curriculum is intentionally designed to build students' historical knowledge and analytical skills incrementally. Foundational courses such as *History Alive TCI* and *Modern World History* introduce broad contexts, helping students develop a framework for understanding global and national events. As students progress to advanced offerings like *AP U.S. History* and *AP U.S. Government*, they engage in more rigorous, in-depth analysis of historical themes, policies, and systems. This logical progression ensures students develop the expertise to connect events across time and context, supporting deeper historical insight.

- **Inquiry-Based Approach**
  Aligned with the belief that history education should encourage active engagement, the curriculum emphasizes an inquiry-based approach. Students are encouraged to ask compelling questions, evaluate diverse sources, and construct evidence-based arguments. This method not only enhances critical thinking but also mirrors the practices of historians, enabling students to analyze causation, identify patterns, and interpret the complexities of human societies.

- **Integration of Technology and Multimedia**
  The integration of technology into the curriculum supports the program's focus on connecting past events to contemporary issues. Digital tools, such as simulations, virtual archives, and interactive timelines, bring historical events to life, fostering deeper engagement and understanding. Multimedia platforms also enhance students' access to diverse perspectives and primary sources, ensuring a richer exploration of history.

- **Alignment with Standards and College Readiness Goals**
  The curriculum aligns seamlessly with California Common Core State Standards and the A-G

requirements for college eligibility, ensuring students are prepared for higher education and beyond. Emphasizing critical analysis, research, and written expression, the curriculum builds the skills needed for Advanced Placement success, college-level coursework, and informed civic participation. This alignment ensures that students not only meet academic benchmarks but are also equipped to engage thoughtfully with complex issues in their communities and the broader world.

History/Social Science Course Offerings

Middle School (Grades 6–8)

Social Studies (Grade 6)
Prerequisites: None
This course introduces students to the foundations of geography, civics, and ancient civilizations. Students explore early societies' cultural, political, and economic structures, examining how these have shaped the modern world. Through analyzing primary and secondary sources, students enhance critical thinking and problem-solving skills. The curriculum integrates map skills, timelines, and contemporary comparisons to deepen understanding and relevance.

World History (Grade 7)
Prerequisites: None
Grade 7 focuses on the rise and development of global civilizations from the Middle Ages to the early modern period. Topics include the spread of religions, trade networks, Renaissance and Reformation, and the Age of Exploration. Students analyze historical documents, cultural achievements, and the interconnectedness of civilizations, emphasizing cause and effect relationships. Current events discussions provide opportunities to link historical themes to today's global issues.

U.S. History (Grade 8)
Prerequisites: None
U.S. History in Grade 8 covers key events and societal transformations in American history, from colonization through Reconstruction. Students analyze the American Revolution, Constitution, westward expansion, and Civil War. The course incorporates debates, project-based learning, and evidence-based writing to build critical thinking and analytical skills. Students also examine how past events shape current American society, preparing them for high school-level history studies.

High School (Grades 9–12)

World History
Prerequisites: None
World History explores significant global developments from the 18th century to the present, including the Industrial Revolution, imperialism, world wars, and the Cold War. Students examine themes such as nationalism, economic globalization, and human rights. The curriculum emphasizes historical thinking skills, such as analyzing primary sources, constructing arguments, and recognizing patterns of continuity and change.

Honors World History

Prerequisites: World History and teacher recommendation

This advanced course provides a more in-depth study of global history, emphasizing critical thinking and independent analysis. Students engage in rigorous research projects, evaluate historiographical perspectives, and write analytical essays. Enrichment activities, such as debates and primary source workshops, prepare students for Advanced Placement coursework and college-level studies.

U.S. History

Prerequisites: None

U.S. History examines key developments in American history, focusing on the 20th century's social, political, and economic changes. Students study industrialization, the Great Depression, World War II, the Civil Rights Movement, and contemporary America. Assignments include document-based essays, research projects, and presentations, encouraging students to connect historical events to current societal issues.

AP U.S. History

Prerequisites: U.S. History and teacher recommendation

This college-level course offers a comprehensive study of American history from pre-Columbian societies to the present. Students critically analyze primary and secondary sources, evaluate historical interpretations, and construct evidence-based arguments. Intensive reading and writing assignments, including DBQs (Document-Based Questions), prepare students for the AP exam and higher education.

American Government/Economics

Prerequisites: U.S. History

This course combines an exploration of American political systems with foundational economic principles. The government component covers the Constitution, civil liberties, and the three branches of government. The economics portion introduces concepts such as supply and demand, fiscal policy, and globalization. Students engage in debates, simulations, and financial literacy activities to prepare for informed civic participation and practical decision-making.

AP U.S. Government

Prerequisites: U.S. History and teacher recommendation

This advanced course examines the structures and processes of American government. Topics include the Constitution, federalism, political parties, and landmark Supreme Court cases. Students analyze primary sources, participate in debates, and prepare for the AP exam. The course fosters civic engagement and an understanding of the complexities of governance in a democratic society.

Ethnic Studies

Prerequisites: None

This elective explores the histories, cultures, and contributions of diverse racial and ethnic groups in the United States, with a focus on social justice, identity, and equity. Students examine topics such as colonization, migration, systemic inequities, and the resilience of marginalized communities

through primary and secondary sources, literature, and media. The course emphasizes critical thinking, discussion, and personal reflection, empowering students to understand the interconnectedness of historical events and contemporary social movements. Students engage in projects and activities that highlight the value of cultural diversity and promote advocacy for positive change in their communities.

BayTech's History/Social Science curriculum immerses students in the exploration of historical events, systems of governance, and cultural developments. By integrating primary sources, critical analysis, and interdisciplinary connections, the program equips students with the skills to think critically, communicate effectively, and engage as informed citizens in a global society.

12. Foreign Language Program Elements

BayTech's foreign language curriculum is designed to foster linguistic proficiency and cultural understanding, equipping students with the tools needed to communicate effectively in a globalized world. The program offers Spanish courses from foundational levels to Advanced Placement, with a focus on practical communication, cultural appreciation, and real-world application. Guided by the National Standards for Learning Languages and aligned with the State Standards, the curriculum emphasizes the integration of language skills with cultural literacy to prepare students for college, career, and civic engagement.

Objectives of the Foreign Language Program

- **Develop Linguistic Proficiency:** Achieve fluency in listening, speaking, reading, and writing in Spanish at progressively advanced levels. Master foundational grammar, vocabulary, and pronunciation, progressing to complex sentence structures and advanced linguistic concepts.
- **Enhance Communication Skills:** Use Spanish effectively in real-world scenarios, such as daily interactions, social settings, and professional contexts. Participate in dialogues, presentations, and written assignments to build confidence in authentic communication.
- **Foster Cultural Understanding:** Explore the traditions, history, and values of Spanish-speaking countries through integrated cultural studies. Analyze cultural artifacts, such as art, music, literature, and media, to develop a deeper appreciation of diverse perspectives.
- **Prepare for College and Career Success:** Align language proficiency with State Standards and A-G requirements for college readiness. Prepare for Advanced Placement Spanish exams and acquire skills necessary for global career opportunities.

Key Philosophical Tenets

1. **Practical Communication Skills**
   The program prioritizes developing fluency in listening, speaking, reading, and writing. Instruction focuses on real-world themes, such as daily life, social relationships, and cultural practices, enabling students to use the language in authentic contexts.

2. **Cultural Literacy and Appreciation**
   BayTech's Spanish courses integrate cultural studies, allowing students to explore the history, traditions, and values of Spanish-speaking countries. By examining art, literature, and customs, students develop a deeper understanding of the cultural context of the language.

3. **Sequential Skill Development**
   Language instruction follows a logical progression from foundational vocabulary and grammar to advanced linguistic structures and cultural analysis. Each course builds on prior knowledge, ensuring students develop increasingly sophisticated language skills.

4. **Interactive and Immersive Learning**
   The curriculum employs interactive methods, including dialogues, games, audiovisual tools, and collaborative activities. Opportunities for cultural immersion, such as field trips, cultural events, and project-based learning, enrich the learning experience and enhance language retention.

5. **College and Career Readiness**
   BayTech's foreign language program prepares students for Advanced Placement exams and equips them with the communication skills needed for success in college and professional environments.

Rationale for Curriculum Structure

- **Progressive Proficiency**
  The curriculum builds linguistic proficiency incrementally, with students advancing from simple sentence structures and basic vocabulary to complex grammatical concepts and cultural studies. This progression ensures a solid foundation for mastery.

- **Integrated Cultural Studies**
  By embedding cultural literacy into language instruction, the curriculum provides a holistic approach to language learning. Students not only acquire the mechanics of the language but also gain an appreciation for the diverse cultural contexts in which it is spoken.

- **Alignment with Standards and Goals**
  The program aligns with state and national standards, ensuring students meet A-G requirements and are prepared for Advanced Placement success. Cultural relevance and thematic instruction support broader college and career readiness goals.

- **Interactive Learning Environment**
  Through the use of technology, immersive activities, and collaborative tasks, students actively engage in language learning. These methods foster confidence and fluency, preparing students for real-world language use.

Foreign Language Course Offerings

Middle School (Grades 6–8)

Spanish 1 and Culture
Middle School Elective
This course introduces students to the basics of the Spanish language while fostering an appreciation for the diverse cultures of Spanish-speaking countries. Through interactive lessons, students develop foundational skills in listening, speaking, reading, and writing. The course emphasizes conversational fluency, with vocabulary and grammar focused on everyday topics such as greetings, family, and school life. Students also explore cultural themes, including traditional music, art, cuisine, and celebrations, such as Día de los Muertos and Las Posadas.

High School (Grades 9–12)

Spanish 1
Prerequisites: None
Spanish 1 introduces students to the basics of Spanish language and culture. Students develop foundational communication skills in listening, speaking, reading, and writing. Emphasis is placed on vocabulary acquisition, sentence formation, and simple conversational fluency. Cultural studies include topics such as family life, traditions, and celebrations in Spanish-speaking countries. Activities such as role-playing and multimedia tools enhance language retention and cultural appreciation.

Spanish for Native Speakers 1
Prerequisites: None
This course is designed for students who are fluent in spoken Spanish but seek to enhance their reading, writing, and formal communication skills. Emphasis is placed on grammar, spelling, vocabulary development, and academic writing in Spanish. Students explore the rich history, literature, and cultural traditions of Spanish-speaking countries, fostering a deeper connection to their linguistic heritage. Through project-based learning and collaborative activities, students refine their language skills while gaining confidence in both academic and professional settings.

Mandarin 1
Prerequisites: None
Mandarin 1 introduces students to the fundamentals of the Chinese language, with a focus on developing skills in listening, speaking, reading, and writing. Students learn basic vocabulary, tones, and sentence structures, while exploring pinyin, the romanization system for Chinese characters. The course incorporates cultural studies, including Chinese traditions, festivals, and customs, providing a broader understanding of the language's context. Through interactive activities such as dialogues, role-playing, and multimedia resources, students build confidence in basic communication and lay a strong foundation for advanced language study.

French 1
Prerequisites: None

French 1 offers an introduction to the French language and Francophone cultures. Students develop foundational skills in speaking, listening, reading, and writing, with an emphasis on pronunciation and conversational fluency. Topics include greetings, family, food, and daily routines. The course integrates cultural exploration, highlighting French traditions, art, music, and cuisine. Through engaging projects, dialogues, and authentic materials, students immerse themselves in the language and gain an appreciation for the diversity of the Francophone world.

Intro to American Sign Language (ASL)

Prerequisites: None

Intro to ASL introduces students to the basics of American Sign Language and Deaf culture. Students learn essential vocabulary, grammar, and conversational skills, with a focus on expressive and receptive communication. Topics include introductions, family, numbers, and daily activities. The course emphasizes the cultural and historical significance of ASL, fostering awareness of the Deaf community and its contributions to society. Through practice in signing, visual-gestural communication, and exposure to authentic ASL resources, students develop the skills and confidence to engage in basic conversations.

Spanish 2

Prerequisites: Spanish 1

Spanish 2 builds on the foundational skills learned in Spanish 1, introducing intermediate grammar concepts such as past and future verb conjugations and sentence structure. Students expand their vocabulary and engage in more complex conversations, write detailed paragraphs, and interpret short texts. Cultural exploration covers regional differences, music, art, and cuisine in the Spanish-speaking world. Interactive assignments encourage practical language use in real-world contexts.

Spanish 2 Honors

Prerequisites: Spanish 1 and teacher recommendation

Spanish 2 Honors is an accelerated course that builds upon foundational skills from Spanish 1 while introducing more advanced vocabulary, grammar, and conversational structures. Students practice past, future, and conditional tenses in greater depth and engage in complex written and oral communication. The course integrates cultural studies, allowing students to explore art, history, and current events from Spanish-speaking regions. Honors-level assignments, including essays, presentations, and multimedia projects, challenge students to think critically and apply their language skills in authentic contexts, preparing them for advanced Spanish coursework.

Spanish for Native Speakers 2

Prerequisites: Assessment or teacher recommendation

Designed for heritage Spanish speakers, this course focuses on refining reading, writing, and grammar skills while celebrating and deepening cultural knowledge. Students work on advanced vocabulary, formal writing, and academic Spanish, with an emphasis on literary analysis and professional communication.

Spanish 3

Prerequisites: Spanish 2

Spanish 3 is an advanced course focusing on achieving fluency in all aspects of communication. Students explore complex grammar, such as subjunctive forms, conditional tenses, and idiomatic expressions. The course integrates analysis of literary and informational texts, student-led presentations, and discussions on contemporary and historical issues. Cultural topics include Latin American and Spanish literature, history, and social movements, fostering a comprehensive understanding of the Spanish-speaking world.

Spanish for Native Speakers 3
Prerequisites: Spanish for Native Speakers 2 or teacher recommendation
This advanced-level course for heritage speakers emphasizes academic and professional language use. Students refine advanced grammatical structures, critical writing skills, and oral presentation abilities. They analyze literary texts, explore contemporary Hispanic cultural issues, and prepare for AP-level coursework.

Honors Spanish 3
Prerequisites: Spanish 2 and teacher recommendation
This honors-level course challenges students with advanced grammar and vocabulary while deepening their cultural understanding. Students analyze literary works, engage in debates, and complete research projects on global issues affecting Spanish-speaking communities. The curriculum prepares students for the rigor of AP Spanish and beyond.

AP Spanish Language and Culture
Prerequisites: Spanish 3 or Spanish for Native Speakers 3 and teacher recommendation
This college-level course develops advanced proficiency in Spanish with a focus on the integration of language skills and cultural understanding. Students engage with thematic topics such as global challenges, cultural identity, and science and technology. Authentic resources, including articles, podcasts, literature, and films, provide a foundation for interpretive, interpersonal, and presentational communication. Students are prepared for success on the AP Spanish Language and Culture exam.

AP Spanish Literature and Culture
Prerequisites: AP Spanish Language and Culture or teacher recommendation
This advanced course provides an in-depth exploration of canonical and contemporary works of Spanish literature from the medieval period to the present. Students analyze poetry, prose, and drama within historical and cultural contexts. The course emphasizes literary analysis, thematic connections, and cultural interpretation. It prepares students for the AP Spanish Literature and Culture exam while fostering an appreciation of Hispanic literary traditions.

BayTech's foreign language program ensures students graduate with a solid foundation in Spanish language and cultural literacy. By integrating rigorous instruction, interactive methods, and immersive experiences, the curriculum prepares students to communicate effectively, appreciate diverse perspectives, and succeed in a globalized world.

13. Visual and Performing Arts Program Elements

BayTech's Visual and Performing Arts program nurtures creativity, technical skills, and artistic appreciation, offering students opportunities to explore music, digital arts, and creative expression. The curriculum emphasizes the development of artistic proficiency and the integration of visual and performing arts into broader academic and personal growth. By engaging students in hands-on projects, performances, and the exploration of art history and theory, BayTech's VAPA program fosters creativity, collaboration, and critical thinking skills.

Objectives of the Visual and Performing Arts Program

1. **Foster Creative Expression:** Encourage students to explore their unique artistic voices and develop confidence through hands-on projects, performances, and presentations in music and digital arts.
2. **Develop Technical Proficiency:** Equip students with foundational and advanced skills in visual and performing arts, including mastery of tools, techniques, and mediums relevant to music and digital arts.
3. **Enhance Interdisciplinary Connections:** Integrate the study of art history, theory, and cultural traditions with academic disciplines such as science, math, and history to provide students with a holistic understanding of artistic influence and innovation.
4. **Promote Art Appreciation and Cultural Literacy:** Expand students' understanding of diverse artistic traditions and cultural contexts, fostering empathy and a global perspective on how art reflects and shapes society.
5. **Emphasize Performance and Presentation Skills:** Offer regular opportunities for students to present their work publicly, developing confidence, professionalism, and communication skills essential for future endeavors.
6. **Align with College and Career Readiness Standards:** Ensure that students are equipped with artistic, technical, and critical thinking skills applicable to higher education and diverse industries, emphasizing creativity as a key competency for success.

Key Philosophical Tenets

1. **Creative Expression and Personal Growth**
   The VAPA program encourages students to explore their unique creative voices through music and digital arts. Students gain confidence and self-expression skills by creating, performing, and presenting their work.

2. **Skill Development and Mastery**
   Courses are designed to develop technical proficiency in both music and digital arts. Through sequential skill-building and personalized feedback, students progress at their own pace while mastering foundational techniques and advancing toward higher levels of artistic achievement.

3. **Integration of Art and Academics**
   The program emphasizes connections between the arts and other academic disciplines, such as science, history, and math. Students explore the historical and cultural context of art

forms, enhancing their understanding of broader cultural and intellectual movements.

4. **Collaborative and Individual Learning**
   Students work both independently and collaboratively on projects, developing teamwork and interpersonal communication skills. Group projects, performances, and critiques help foster a sense of community and collective growth within the arts.

5. **Art Appreciation and Cultural Literacy**
   The curriculum incorporates art history and cultural studies to deepen students' appreciation of artistic traditions from diverse backgrounds. Students learn how the arts reflect and influence societal values and historical contexts.

Rationale for Curriculum Structure

- **Sequential Progression**
  The VAPA curriculum is structured to allow students to build their skills incrementally. Beginning courses introduce foundational techniques, while advanced offerings challenge students to refine their craft and explore more complex projects.

- **Individualized Instruction**
  Courses are tailored to meet the needs of students with varying levels of experience and aptitude. This ensures that beginners gain confidence while advanced students are continuously challenged and supported in their growth.

- **Performance and Presentation Opportunities**
  The program provides multiple opportunities for students to showcase their talents, whether through school functions, art exhibitions, or collaborative digital projects. These experiences help students build confidence and develop their presentation skills.

- **Alignment with College and Career Readiness Goals**
  The VAPA program prepares students for future artistic pursuits in college or professional fields. By focusing on technical skills, creativity, and critical analysis, the curriculum equips students with competencies applicable across diverse careers and industries.

Course Offerings

Middle School (Grades 6–8)

Introduction to Art
Prerequisites: None
Introduction to Art provides middle school students with a foundation in artistic techniques and creative expression. The course explores various mediums, including drawing, painting, and sculpture, while teaching the principles of design, color theory, and composition. Students engage in hands-on projects that foster creativity and build confidence in their abilities. The curriculum

incorporates art history and cultural studies, helping students connect their work to global artistic traditions. Collaborative projects and individual assignments encourage experimentation and personal growth, preparing students for more advanced artistic studies.

High School (Grades 9–12)

Art 1

Prerequisites: None

Art 1 introduces students to the foundational techniques of visual art, including drawing, painting, and sculpture. Emphasizing the principles of design, color theory, and composition, the course fosters creative expression and technical skill development. Students explore diverse artistic styles and cultural influences while completing hands-on projects that build confidence and artistic proficiency.

Art 2

Prerequisites: Art 1

Art 2 builds on the foundational skills developed in Art 1, introducing advanced techniques and media. Students experiment with mixed media, three-dimensional design, and digital integration to create unique artistic expressions. Emphasis is placed on personal style, conceptual development, and critique skills, preparing students for Advanced Art or independent projects.

Advanced Art

Prerequisites: Art 2 or teacher recommendation

This advanced course allows students to refine their technical abilities and explore complex artistic concepts. Students work on portfolio-building projects, focusing on self-expression, thematic development, and mastery of medium-specific techniques. The course integrates art history and cultural studies to provide context and inspire innovative work.

Digital Arts 1

Prerequisites: None

Digital Arts 1 introduces students to the fundamentals of graphic design, digital illustration, and photo editing using professional software like Adobe Photoshop and Illustrator. Students develop technical skills in digital composition, typography, and color theory through hands-on projects. The course encourages creativity while teaching practical applications of digital arts in real-world contexts.

Digital Arts 2

Prerequisites: Digital Arts 1

Digital Arts 2 expands on the foundational skills acquired in Digital Arts 1, introducing advanced techniques in videography, animation, and digital storytelling. Students work on sophisticated projects, including branding design and multimedia presentations, while learning about industry standards and workflows. The course prepares students for further studies or careers in the digital arts.

Photography

Prerequisites: None

This course focuses on the technical and artistic aspects of photography, covering topics such as composition, lighting, editing, and visual storytelling. Students use professional equipment and software to create dynamic photo essays, portraits, and conceptual pieces. Emphasis is placed on developing a personal aesthetic and understanding photography's role in cultural and artistic traditions.

Videography

Prerequisites: None

Videography explores the creative and technical processes of video production. Students learn skills such as storyboarding, filming, and editing to produce short films, documentaries, and promotional videos. The course emphasizes narrative development, visual composition, and teamwork, providing a foundation for advanced video production or media studies.

These courses in the Visual and Performing Arts program aim to develop creativity, technical skills, and a deeper appreciation for artistic traditions. Students are encouraged to explore their talents, build confidence, and connect their work to broader cultural and academic contexts.

14. Health and Physical Education Program Elements

BayTech's Health and Physical Education ("P.E.") program is designed to empower students to cultivate lifelong healthy habits and maintain physical, mental, and emotional well-being. The program aligns with California state standards and integrates knowledge acquisition with physical activities in a safe, supportive environment. Students are encouraged to develop skills in decision-making, goal-setting, and self-awareness, laying a foundation for a productive and fulfilling life.

Objectives for BayTech's Health and Physical Education Program

1. **Promote Holistic Health Awareness:** Develop an understanding of physical, social, emotional, intellectual, spiritual, and environmental health to make well-rounded decisions for personal and community well-being.
2. **Encourage Lifelong Physical Activity:** Foster enthusiasm for physical fitness by introducing students to a variety of sports, exercises, and wellness practices, empowering them to maintain active lifestyles.
3. **Build Knowledge and Skills for Healthy Living:** Teach essential concepts such as nutrition, mental health management, stress reduction, and fitness planning to equip students with tools for maintaining overall wellness.
4. **Prepare for Lifelong Well-Being:** Equip students with habits, strategies, and knowledge that promote sustainable health practices, supporting their physical, mental, and emotional well-being throughout their lives.

Key Philosophical Tenets

1. **Holistic Health Education**
   The program emphasizes a comprehensive approach to health, addressing physical, social, emotional, intellectual, spiritual, and environmental aspects. By exploring these dimensions, students gain a nuanced understanding of health and wellness.

2. **Lifelong Physical Activity**
   BayTech promotes the development of lifelong physical activity habits by exposing students to a variety of sports, fitness routines, and wellness practices. This diversity encourages students to find activities that resonate with their interests and abilities.

3. **Supportive and Inclusive Environment**
   The program fosters a non-threatening and caring atmosphere where every student feels encouraged to participate and succeed. This approach helps build confidence, teamwork, and a positive attitude toward health and fitness.

4. **Empowered Decision-Making**
   Through knowledge and practice, students learn to make informed decisions about their health. Lessons on nutrition, stress management, and physical fitness provide the tools needed to maintain a healthy lifestyle.

Rationale for Curriculum Structure

- **Sequential and Standards-Aligned**
  The curriculum follows a sequential structure aligned with California Content Standards for Health and Physical Education. It introduces foundational concepts in middle school and builds on them in high school to ensure continuous development of skills and knowledge.

- **Integration of Health and Wellness Topics**
  The program integrates lessons on mental health, nutrition, physical fitness, and stress management, ensuring students develop a well-rounded understanding of personal and community health.

- **Practical Application**
  Health and P.E. courses emphasize the application of knowledge through active participation and real-life scenarios. This approach ensures students can apply what they learn to their daily lives and future challenges.

Course Offerings

Middle School (Grades 6–8)

Physical Education and Health
Prerequisites: None

Middle school students engage in at least 200 minutes of Physical Education and Health instruction every 10 days. The program includes:

- **Physical Education:** A rotation of traditional and non-traditional sports and activities, encouraging students to explore a variety of fitness routines and develop lifelong healthy habits.
- **Health and Wellness:** Lessons covering topics such as nutrition, physical fitness, mental health, stress management, and weight management. These lessons are designed to build students' understanding of holistic health and provide tools for informed decision-making.

High School (Grades 9–12)

Life Skills and Health
High School Elective
One-semester elective course covering topics in physical, psychological, social, and environmental health. Topics include nutrition, mental health, fitness planning, and stress management.

Physical Education
High School Elective
Focuses on advanced fitness routines, team sports, and individualized exercise plans. Emphasis on fostering lifelong physical activity and collaboration through group activities.

Weight Lifting
High School Elective
This elective course introduces students to proper techniques, safety protocols, and the principles of strength training. Students develop personalized fitness plans, focusing on building muscular strength, endurance, and overall physical fitness. Topics also include anatomy, nutrition for performance, and injury prevention, equipping students with skills for lifelong health and fitness.

Note: Health and P.E. requirements can also be met through active participation in school-sponsored sports, ensuring flexibility in fulfilling the program's goals while fostering a sense of teamwork and school spirit.

BayTech's Health and Physical Education program equips students with the knowledge, skills, and habits necessary for lifelong health and wellness. By combining active participation with a comprehensive understanding of health principles, the program prepares students to lead balanced, informed, and fulfilling lives.

15. Electives Program Elements

BayTech's elective program provides students with opportunities to explore personal interests, develop new skills, and prepare for future academic and career paths. Electives are designed to complement the core curriculum and align with A-G requirements, offering a diverse range of courses that encourage creativity, critical thinking, and leadership. The program emphasizes real-

world application, collaboration, and personal growth, enabling students to tailor their educational experience to their unique goals and aspirations.

Objectives of the College Electives Program

1. **Foster Personal Growth and Exploration:** Provide students with opportunities to discover and cultivate their interests, passions, and talents beyond core academic subjects.
2. **Enhance 21st-Century Skills:** Develop critical thinking, creativity, communication, collaboration, and problem-solving skills applicable to college, career, and community settings.
3. **Promote Leadership and Civic Engagement:** Equip students with leadership skills and encourage active participation in their school and local communities through courses like Peer Mentoring and Leadership.
4. **Support College and Career Readiness:** Offer practical and preparatory courses such as Business Law, Intro to Accounting, and College Prep Writing, equipping students with skills and knowledge for post-secondary success.
5. **Develop Technological and Artistic Skills:** Engage students in courses such as Yearbook, Mythology, and creative business electives, helping them harness both technical and artistic proficiencies.
6. **Cultivate Lifelong Learning and Curiosity:** Inspire a passion for learning across diverse subjects, enabling students to become self-motivated learners who explore beyond the classroom.

Key Philosophical Tenets

1. **Personalized Learning Opportunities**
   The elective program allows students to pursue their passions and interests in areas such as business, leadership, creative arts, and physical education. By offering a variety of courses, BayTech empowers students to design a personalized educational pathway.

2. **Real-World Skill Development**
   Elective courses emphasize practical, hands-on learning experiences that prepare students for college and career success. Topics such as financial literacy, business principles, and leadership skills equip students with tools for lifelong learning and professional achievement.

3. **Fostering Creativity and Innovation**
   Creative electives like Yearbook and Mythology encourage students to think outside the box, develop artistic and storytelling skills, and contribute to the school community. These courses nurture innovation and self-expression.

4. **Leadership and Teamwork**
   Courses such as Peer Mentoring and Leadership emphasize the development of interpersonal skills, collaboration, and the ability to positively impact the community.

Students gain experience in organizing events, mentoring peers, and leading initiatives.

5. **Health and Wellness Integration**
   Electives such as Weight Lifting promote lifelong fitness habits and overall well-being. These courses provide opportunities for students to engage in physical activity while building discipline and resilience.

Rationale for Curriculum Structure

1. **Diverse Course Offerings**
   The electives program spans a wide range of interests, from leadership and business to creative arts and physical wellness, ensuring all students find opportunities to explore their passions and develop well-rounded skills.

2. **Standards Alignment**
   Electives are aligned with state standards and A-G requirements where applicable, ensuring that students earn college-preparatory credits while pursuing their interests.

3. **Project-Based and Hands-On Learning**
   Courses like Yearbook and Leadership incorporate project-based tasks that encourage teamwork, creativity, and real-world application of skills. Students complete tangible projects, such as publishing a yearbook or organizing school events.

4. **Real-World Applications**
   Electives like Business Law, Intro to Accounting, and Weight Lifting emphasize practical knowledge and skills that students can apply immediately in their personal and professional lives.

5. **Leadership and Mentorship Development**
   Courses such as Peer Mentoring and Leadership are designed to nurture future leaders by focusing on interpersonal skills, decision-making, and civic responsibility.

6. **Student-Centered Approach**
   The program offers flexibility, allowing students to choose courses that align with their goals and interests. This choice fosters ownership of learning and encourages engagement.

7. **Preparation for College and Career**
   Electives focus on developing transferable skills that enhance college applications and career prospects. For example, business courses provide a foundation for entrepreneurship, while leadership courses prepare students for civic involvement and professional roles.

Elective Course Offerings

High School (Grades 9–12)

Peer Mentoring 9 & Peer Mentoring 12
Students develop leadership and mentoring skills by supporting their peers academically and socially. Activities include tutoring, organizing workshops, and fostering a positive school culture.

Leadership 9 & Leadership 12
Leadership courses focus on the principles of effective leadership, project management, and communication. Students take an active role in organizing school events, leading initiatives, and representing the student body.

Yearbook
This course gives students hands-on experience in designing, editing, and publishing the school yearbook. Students learn photography, graphic design, and writing skills while creating a memorable keepsake for the Charter School community.

Life Skills
Life Skills equips students with essential knowledge for personal and professional success, including financial literacy, time management, and communication strategies.

Study Hall
This elective provides structured time for students to complete assignments, receive academic support, and practice independent study skills.

Mythology
Students explore ancient myths, folklore, and legends from various cultures. This course emphasizes critical analysis, storytelling techniques, and the influence of mythology on modern literature and media.

Weight Lifting
This physical education elective focuses on strength training and fitness, teaching students proper techniques for weightlifting and promoting a healthy lifestyle.

College Prep - Writing
Designed to enhance academic writing skills, this course prepares students for college-level assignments. Students focus on crafting essays, research papers, and personal statements.

Intro to Business
This introductory course provides a foundation in business principles, entrepreneurship, and financial management. Students gain practical skills in budgeting, marketing, and decision-making.

Intro to Accounting
Students learn the fundamentals of accounting, including financial statements, budgeting, and bookkeeping. This course prepares students for advanced study in business and finance.

Business Law
This course introduces students to the legal aspects of business operations, including contracts,

ethics, and consumer law. Case studies and real-world scenarios provide practical insight into the field of business law.

Health and Fitness
This course emphasizes physical wellness, mental health, and lifelong fitness habits. Students explore topics such as nutrition, personal fitness planning, and stress management while engaging in regular physical activity.

Public Speaking
Public Speaking equips students with skills to communicate effectively and confidently. Students prepare and deliver a variety of speech formats, including persuasive, informative, and extemporaneous presentations.

College Prep *(Fall Only – Seniors)*
This semester-long course helps 12th-grade students prepare for the college application process. Students receive support in finalizing personal statements, submitting applications, applying for financial aid and scholarships, and developing essential academic and organizational skills for postsecondary success.

BayTech's elective program empowers students to explore their interests, cultivate new skills, and enhance their educational experience. These courses provide opportunities for growth, creativity, and preparation for future endeavors in college, careers, and beyond.

16. Academic Calendar and Schedules

BayTech ensures compliance with Education Code 47612.5, providing at least the minimum required instructional minutes for each grade level served by the Charter School. The school calendar includes a minimum of 175 instructional days, ensuring ample time for rigorous academic instruction and enrichment opportunities.

Each year, BayTech announces the finalized academic calendar prior to the start of the instructional year, allowing families and staff to plan effectively. The calendar includes designated instructional days, holidays, professional development days, and any other important school-wide events.

Academic Calendar



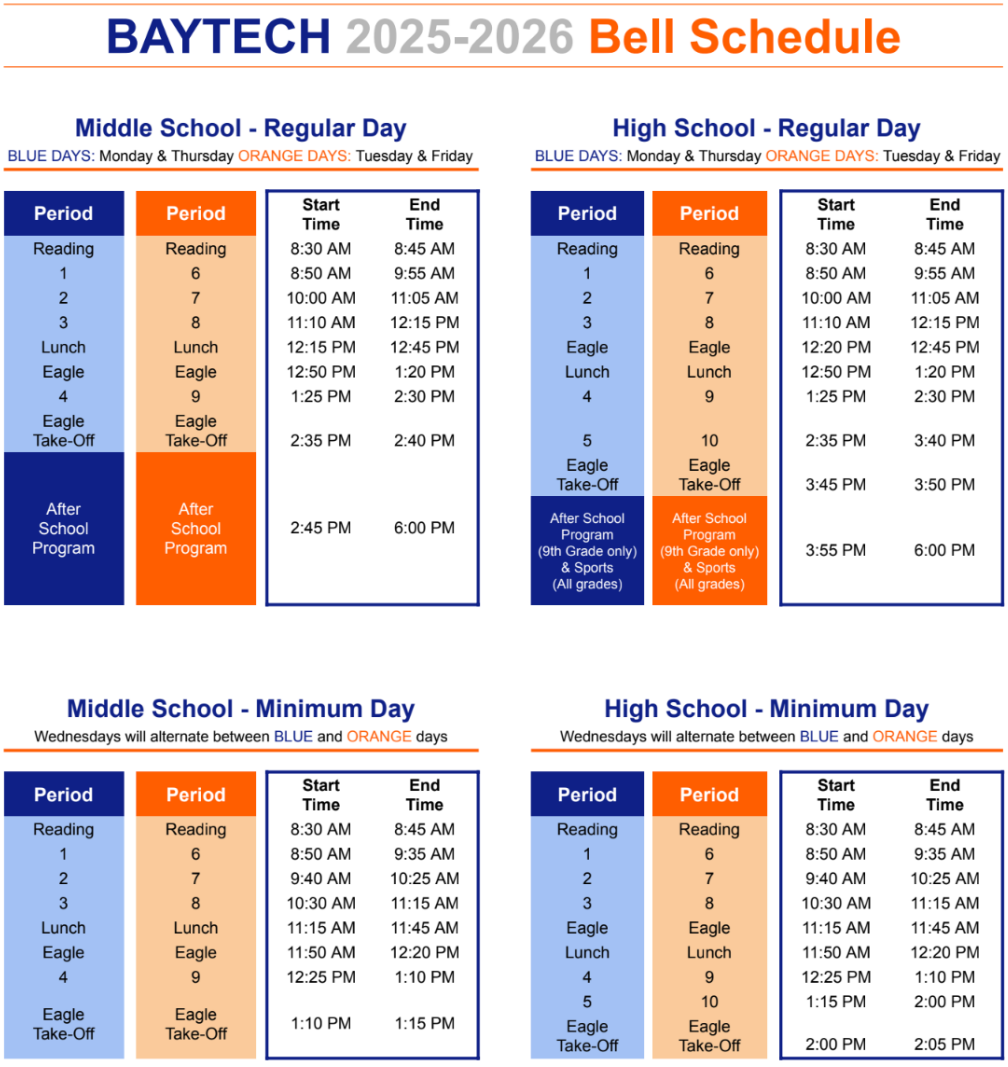
Figure 1.6: Sample Academic Calendar

- **Instructional Days:** At least 175 days, meeting state requirements and providing time for academic growth and enrichment.
- **Annual Announcement:** The calendar is shared with families and staff before the beginning of the instructional year.
- **Professional Development:** Designated non-instructional days are set aside for teacher training and collaborative planning.

Sample Daily Schedules

BayTech operates on a six-period daily schedule, with a seventh period and after-school program available for additional support and activities. The seventh period provides targeted interventions, tutoring, and credit recovery opportunities, while the after-school program offers extracurricular activities such as sports, clubs, and enrichment programs.

Regular and Shortened Day Bell Schedules



BAYTECH 2025-2026 Bell Schedule

Middle School - Regular Day

BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Lunch	Lunch	12:15 PM	12:45 PM
Eagle	Eagle	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
Eagle Take-Off	Eagle Take-Off	2:35 PM	2:40 PM
After School Program	After School Program	2:45 PM	6:00 PM

High School - Regular Day

BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Eagle	Eagle	12:20 PM	12:45 PM
Lunch	Lunch	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
5	10	2:35 PM	3:40 PM
Eagle Take-Off	Eagle Take-Off	3:45 PM	3:50 PM
After School Program (9th Grade only) & Sports (All grades)	After School Program (9th Grade only) & Sports (All grades)	3:55 PM	6:00 PM

Middle School - Minimum Day

Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Lunch	Lunch	11:15 AM	11:45 AM
Eagle	Eagle	11:50 AM	12:20 PM
4	9	12:25 PM	1:10 PM
Eagle Take-Off	Eagle Take-Off	1:10 PM	1:15 PM

High School - Minimum Day

Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Eagle	Eagle	11:15 AM	11:45 AM
Lunch	Lunch	11:50 AM	12:20 PM
4	9	12:25 PM	1:10 PM
5	10	1:15 PM	2:00 PM
Eagle Take-Off	Eagle Take-Off	2:00 PM	2:05 PM

Figure 1.7: BayTech's Bell Schedule

- **Regular Day Schedule:** A full instructional day with six class periods.
- **Shortened Day Schedule:** Adjusted for special events, professional development, or other needs, while ensuring compliance with state-mandated instructional minutes.

BayTech's thoughtfully designed calendar and flexible scheduling provide students with the time and support needed to succeed academically while offering opportunities for extracurricular growth and enrichment.

16. Long-Term Independent Study Program

BayTech offers a Long-Term Independent Study ("LTIS") program for students who will be absent for 16 or more school days in a school year due to medical, personal, or other justifiable reasons.

LTIS allows students to continue their academic progress while away from the classroom, ensuring they remain engaged in learning and meet instructional requirements.

Enrollment Process

Families seeking LTIS must submit a formal request, which is reviewed by a school administrator. If approved, the student, parent or guardian, teacher, and school administrator sign an Independent Study Agreement outlining expectations for participation, work completion, and academic accountability.

Academic Expectations

Students in LTIS complete assignments aligned with in-person instruction across core subjects, including English, Mathematics, Science, Social Studies, and electives. Coursework is delivered through a combination of digital platforms, printed materials, and teacher-directed projects. To receive attendance credit, students must submit completed assignments weekly. If a student fails to meet academic expectations, they may be transitioned back to in-person instruction.

Instructional Support

BayTech provides instructional support through weekly virtual or in-person check-ins with a designated LTIS teacher or advisor. Teachers maintain office hours for academic assistance, and students may participate in live virtual instruction for English and Mathematics when available. Grading is based on the completion and quality of assigned work, and students are required to take quizzes and assessments upon their return to in-person instruction to ensure mastery of content.

Technology and Resources

To support independent study, BayTech provides access to Chromebooks and Wi-Fi hotspots as needed. Digital tools such as Google Classroom and Exact Path facilitate student learning. Families receive a resource guide outlining available academic and mental health support services to ensure students remain connected to school resources.

Attendance and Progress Monitoring

Attendance in the LTIS program is determined by the completion of assigned coursework. Regular progress reports help ensure students remain on track, and students who do not engage meaningfully in independent study are reevaluated to determine whether the program remains appropriate.

Transition Back to In-Person Instruction

Upon returning to in-person instruction, students must submit all required work and participate in a transition meeting with an administrator or counselor to ensure a smooth reintegration. Teachers provide additional academic support as needed to address any learning gaps.

Compliance and Accountability

The LTIS program complies with California independent study regulations and BayTech's charter policies, ensuring that students receive a high-quality education regardless of their instructional setting.

17. WASC Accreditation

BayTech is fully accredited by WASC through 2029, a prestigious accrediting body that evaluates schools for academic excellence, operational integrity, and overall quality. Accreditation by WASC affirms that BayTech meets rigorous standards of educational effectiveness and continuous improvement, ensuring students receive a high-quality education that prepares them for college, career, and lifelong learning.

Accreditation Overview

WASC accreditation is a voluntary process that validates the quality and credibility of a school's programs. It involves a thorough evaluation of all aspects of the school, including:

- **Curriculum Design and Delivery:** Ensuring alignment with State Standards and the A-G requirements for college readiness.
- **Instructional Practices:** Promoting effective teaching strategies and engaging learning experiences for all students.
- **Governance and Leadership:** Demonstrating sound organizational structures and leadership practices.
- **Student Support Services:** Providing resources and interventions to address the academic, social, and emotional needs of students.
- **Assessment and Accountability:** Using data to drive decisions and improve student outcomes.

BayTech's current accreditation is valid through June 2029, reflecting the school's ongoing commitment to maintaining high standards of educational quality. This accreditation assures stakeholders, including students, families, colleges, and the community, that BayTech adheres to best practices in teaching, learning, and school governance.

See Appendix 7 for WASC Letter of Accreditation.

Commitment to Continuous Accreditation

BayTech is dedicated to maintaining full WASC accreditation in the years to come. This commitment involves:

1. **Regular Self-Study and Reflection:**
   BayTech conducts a comprehensive self-study to evaluate its strengths and areas for growth. This process engages faculty, staff, students, and families in meaningful dialogue about the school's goals, achievements, and challenges.

2. **Action Plan Development and Implementation:**
   Based on the findings from the self-study, BayTech develops a clear action plan to address identified areas for improvement. This plan is reviewed and monitored regularly to ensure progress toward set goals.

3. **Stakeholder Engagement:**
   BayTech actively involves all members of the Charter School community in the accreditation process, ensuring that diverse perspectives inform the school's policies, programs, and practices.

4. **Mid-Cycle and Full Accreditation Visits:**
   BayTech welcomes WASC accreditation teams for mid-cycle reviews and full accreditation visits. These external evaluations provide valuable feedback and validate the school's efforts to sustain excellence.

5. **Commitment to Continuous Improvement:**
   WASC accreditation requires an ongoing focus on enhancing teaching and learning, aligning practices with research-based standards, and adapting to the evolving needs of students and the broader educational landscape.

Benefits of WASC Accreditation

- **College Recognition:** WASC accreditation is widely recognized by colleges and universities, ensuring that BayTech graduates meet admission requirements for post-secondary institutions, including the University of California UC and CSU systems.

- **Enhanced Credibility:** Accreditation assures families and the community that BayTech provides a rigorous and legitimate education aligned with state and national standards.

- **Focus on Excellence:** The accreditation process encourages BayTech to continually assess and refine its programs, ensuring that students are equipped with the skills and knowledge needed for success in an ever-changing world.

BayTech's ongoing commitment to full WASC accreditation reflects its dedication to providing an exceptional educational experience, fostering trust among stakeholders, and maintaining its reputation as a leading college-preparatory institution.

D. GRADUATION REQUIREMENTS

1. Graduation Requirements Overview

The High School Graduation Requirements outlined by BayTech align with Education Code Section 51225.3, which applies to traditional public schools, and are designed to ensure that all students graduate prepared for post-secondary success, including admission into CSU and UC systems, as well as private colleges and universities. BayTech's graduation framework surpasses the minimum state requirements in many areas, ensuring that students are competitive for college admissions, scholarships, and careers in STEM and beyond.

High School Graduation Requirements

BayTech students must earn 220 semester credits across various disciplines to graduate, exceeding the A-G requirements set by California public universities. Each course is worth 5 credits per semester, and a grade of at least a "C" and a minimum GPA of 2.0 is required to earn credit.

Figure 1.8: These credits are distributed across the following subject areas:

Subject	Credits Required	Comments
History/Social Science	30	Includes 1 year of U.S. History, 1 year of World History, 1 semester of American Government, and 1 semester of Economics.
English	40	Four years of English, emphasizing literature, composition, and critical analysis.
Mathematics	30	Three years of Math that include Algebra 1, Geometry, Advanced Algebra or a higher course.
Laboratory Science	30	Three years of Science that include Biology or Environmental Science, Chemistry or Environment Science, and Physics
World Languages (LOTE)	20	Minimum of 2 years of the same language.

Visual & Performing Arts	10	Includes courses in disciplines such as music, visual art, and digital design.
Electives	40	Four years of courses beyond the core subject requirements.
Physical Education	20	Two years of physical education, promoting lifelong health and wellness.

Additional Graduation Requirements and Guidelines

In addition to earning the required 220 credits, BayTech students must meet the following graduation requirements:

- **Exit Plan**: All students must have a documented post-graduation plan, such as attending college, trade school, or entering the local workforce. This ensures students are prepared for their next steps after high school.
- **Minimum GPA Requirement**: Students must maintain a minimum GPA of 2.0 to qualify for graduation.

Academic Honors

To recognize exceptional academic achievement, BayTech awards distinctions based on cumulative GPA:

- **Cum Laude**: Awarded to students with a GPA of 3.5 or higher.
- **Magna Cum Laude**: Awarded to students with a GPA of 3.7 or higher.
- **Summa Cum Laude**: Awarded to students with a GPA of 3.9 or higher.

These distinctions celebrate academic excellence and reflect BayTech's commitment to fostering high achievement among its students.

Equity and Accessibility

BayTech ensures equitable access to graduation pathways for all students, including homeless, foster, migrant, immigrant, and newcomer students. These students may be exempt from requirements beyond the state minimum if necessary and receive additional support to stay on track for graduation.

Early Graduation and Waivers

Early graduation is considered on a case-by-case basis. Students must petition during their 11th-grade year and meet all state and school requirements, including the 11th-grade SBAC assessment. Waivers for certain graduation requirements may be granted in rare cases for students with special circumstances.

BayTech's comprehensive graduation framework ensures that all students are equipped with the skills, knowledge, and experiences needed to excel in higher education, the workforce, and as engaged citizens in their communities.

2. Grading Policy

BayTech's grading policy is grounded in a philosophy of equity, transparency, and standards-based evaluation. Grades are designed to reflect students' mastery of State Standards and course objectives, providing a clear measure of academic achievement, effort, and progress. The policy emphasizes fairness and consistency, ensuring all students have opportunities to demonstrate their understanding.

Grading Scale and Weighting

BayTech uses a standardized letter grading system to evaluate student performance:

- **A (90-100%)**: Represents excellent performance and mastery of content.
- **B (80-89%)**: Indicates good performance with a strong understanding, though minor errors may be present.
- **C (65-79%)**: Reflects satisfactory performance and basic understanding of material.
- **F (Below 65%)**: Signifies failing performance and insufficient understanding of the material.

Grades are weighted across categories to ensure a balanced assessment of student learning:

- Homework and practice account for 10-20% of the grade.
- Classwork and participation contribute 20-30%.
- Quizzes and formative assessments represent 20-30%.
- Tests, projects, and summative assessments hold the most weight at 40-50%.

Assessment Types

BayTech employs a variety of assessment methods to gauge student learning:

- **Formative Assessments**: Quizzes, in-class activities, and homework help monitor progress and provide feedback. These have minimal impact on final grades but are crucial for guiding instruction.
- **Summative Assessments**: Tests, projects, and end-of-unit exams evaluate mastery of course material and significantly impact overall grades.

- **Participation and Effort**: Classwork and participation grades reflect regular engagement and active involvement in the learning process.

Late Work and Extensions

BayTech accepts late work with certain conditions. Assignments submitted after the deadline may receive reduced credit, but teachers communicate deadlines and expectations clearly. Students facing extenuating circumstances can request extensions, prioritizing the completion of assignments over excessive penalties for lateness.

Extra Credit

Extra credit opportunities are provided sparingly and align with course content. These assignments are designed to encourage enrichment and deeper learning, rather than substituting for missing work. Extra credit is limited in scope to avoid disproportionate impacts on final grades.

Make-Up Work

Students who miss assignments, quizzes, or tests due to absences are allowed to make up the missed work. Teachers establish timelines for submission based on the length of the absence and provide support to help students catch up. This policy ensures that students have equitable opportunities to demonstrate their learning despite absences.

Grade Reporting

BayTech provides regular updates on student performance to both students and families. Progress reports are issued every five weeks, and final grades are reported at the end of each semester. Families can access grades through BayTech's online portal, and teachers maintain consistent communication with parents to address concerns and celebrate successes.

Academic Integrity

BayTech upholds a strong commitment to academic integrity. Students are expected to submit original work and adhere to ethical practices. Incidents of plagiarism, cheating, or academic dishonesty result in disciplinary action and may impact grades. To support academic integrity, teachers educate students on proper citation, research techniques, and the importance of honesty in their academic work.

Support and Interventions

Students who are at risk of failing are identified early and provided with targeted interventions. Tutoring, office hours, and additional practice opportunities are made available to help these students improve their performance. Additionally, individualized plans are implemented for students with Individualized Education Programs or 504 Plans, ensuring they receive accommodations tailored to their educational needs.

BayTech's grading policy is a reflection of the school's commitment to fostering academic rigor while supporting equitable opportunities for all students. The policy prioritizes fairness, clear communication, and the accurate reflection of student learning, ensuring that all students are set up for success.

3. Credit Recovery Opportunities and Support

BayTech is committed to ensuring that all students have access to the resources and support they need to stay on track for graduation, even if they experience academic challenges. Recognizing that some students may require additional time or alternative pathways to meet graduation requirements, BayTech offers a comprehensive set of credit recovery opportunities tailored to individual needs. These supports are designed to provide flexible, effective solutions while maintaining the rigor of a college-preparatory education.

Credit Recovery Programs

- **Summer Session Credit Recovery:**
  Students have the opportunity to participate in in-person summer session classes on campus. These classes are designed to help students recover credits for courses they did not pass during the academic year. The summer program provides a structured, supportive environment with access to teachers and resources to help students achieve academic success.

- **Online Credit Recovery (Edmentum):**
  For students who need to recover credits for a single course or semester, BayTech offers self-paced online courses through Edmentum. These courses are "a-g" approved and are overseen by credentialed teachers, ensuring that students receive high-quality instruction aligned with college preparatory standards. Edmentum's flexibility allows students to complete coursework at their own pace while balancing other commitments.

Built-In Academic Support

- **Academic Support Classes:**
  Intervention classes in English and/or Math are integrated into student schedules to provide additional time and focused instruction in core subjects. These classes are designed to reinforce foundational skills, address gaps in understanding, and give students the opportunity to master essential concepts.

- **Tutoring Services:**
  Teachers offer regular tutoring sessions after school and during BayTech's robust Saturday School program, which is calendared for 21 Saturdays each academic year. These sessions provide targeted, personalized support where students can review challenging material, receive extra practice, ask questions, and prepare for reassessments. Saturday School is a

critical component of BayTech's intervention model, ensuring that all students have ample opportunities to catch up, accelerate, and thrive.

Collaborative Planning and Support

- **Counseling Support:**
  BayTech's counseling department works closely with students and their families to identify the most effective credit recovery options. Counselors guide students in selecting programs that align with their academic goals, scheduling needs, and personal circumstances.

- **Extended Enrollment Opportunities:**
  Students who are unable to meet graduation requirements by the end of their 4th year are welcome to continue their education at BayTech until all requirements are met, in accordance with applicable state laws. This ensures that all students have the time and support they need to earn their diplomas.

BayTech's credit recovery options are designed to be accessible, flexible, and responsive to the diverse needs of students. Whether through summer sessions, online coursework, or built-in interventions, BayTech ensures that every student has the opportunity to recover lost credits, regain academic momentum, and achieve their educational goals. By combining high-quality instruction, personalized support, and a commitment to equity, BayTech empowers students to overcome challenges and stay on track for success.

4. Ensuring Transfer Students Meet Graduation and College Entrance Requirements

To support transfer students in meeting graduation and college entrance requirements, BayTech implements a personalized approach through its counseling team. Upon enrollment, school counselors conduct a thorough review of the student's transcripts to assess previously earned credits and identify any gaps in their academic record. Based on this review, an individualized academic plan is developed, tailored to meet both BayTech's graduation requirements and the student's college and career goals.

The counseling team utilizes the school's information system to monitor the student's progress, track course completions, and ensure alignment with A-G requirements for college eligibility. Regular check-ins with counselors and parents/guardians ensure the plan remains on track, providing flexibility and support to address any evolving needs. BayTech is committed to making the transition seamless for transfer students, enabling them to thrive academically and graduate on time.

5. Informing Parents About Course Transferability and College Entrance Eligibility

BayTech ensures parents, including those with limited English proficiency, are fully informed about the transferability of courses to other public high schools and the eligibility of courses for college entrance requirements. BayTech provides clear and accessible information through multiple channels:

1. **Student/Parent Handbook:**
   A comprehensive handbook, available in both hardcopy and online, is distributed to all families upon enrollment. The handbook outlines graduation and college entrance requirements, including details on A-G course eligibility and course transferability to other public high schools. (See Appendix 14.)

2. **Workshops and Information Sessions:**
   Throughout the school year, BayTech hosts workshops for parents/guardians to explain course transferability, graduation requirements, and college entrance eligibility. These workshops are conducted in both English and Spanish to ensure accessibility for all families.

3. **WASC Accreditation and A-G Standards:**
   As a fully accredited institution through the WASC, BayTech ensures that its courses meet the UC and CSU "A-G" standards for college entrance eligibility. All high school courses are fully transferable to other public high schools.

By leveraging these communication strategies, BayTech equips parents with the information they need to make informed decisions about their child's education, ensuring transparency and accessibility for all families.

6. Summer School Program

BayTech offers a robust summer school program designed to provide both academic support and advancement opportunities for middle and high school students. The program includes a wide range of courses in English, Math, Social Studies, Science, and other core subjects, and is open to all currently enrolled BayTech students in grades 6–12.

Key Details of the Summer School Program:

Eligibility:
Any student who has earned a grade of D or F in a subject is eligible for summer school credit recovery. In addition, students seeking academic advancement may enroll to accelerate their course sequence. For example, high school students may take Geometry during the summer to advance into Algebra II in the fall—placing them on track to complete Calculus A/B by their senior year. Similarly, rising 8th graders who qualify can take Math 8 during summer school, followed by Jump Start to Algebra, enabling them to take Algebra I in 8th grade.

Schedule and Attendance:
Summer school runs across the summer, with daily classes held from 10:00 AM to 2:00 PM. Consistent attendance is mandatory for students to earn credit or receive a promotion.

Instruction:
BayTech teachers deliver all summer school courses, focusing on re-teaching essential concepts, providing targeted intervention, and supporting mastery of grade-level standards. Teachers are compensated for their time and subject-area instruction.

Enrollment Process:
The Dean of Academics notifies eligible students during the last week of the school year and assigns them to appropriate summer school classes based on academic data and teacher recommendations. Students interested in advancement must also meet prerequisites and receive approval from the academic team.

E. SCHOOL CULTURE AND FAMILY ENGAGEMENT

BayTech cultivates a supportive, inclusive, and academically focused environment that equips students for success. The school's culture emphasizes high expectations, community connection, and active family engagement, ensuring students thrive in both academic and social domains.

1. School Culture

BayTech Pillars of Success

The Charter School's culture is built around six foundational pillars, emphasizing key traits for lifelong success:

- **Effective Communication**: Developing skills for clear and respectful dialogue.
- **Academic Achievement**: Fostering excellence in education and a commitment to learning.
- **Goal Orientation**: Encouraging students to set, pursue, and achieve ambitious objectives.
- **Lifelong Learning**: Instilling curiosity and a dedication to continual growth.
- **Critical Thinking**: Cultivating analytical and problem-solving abilities.
- **Social Responsibility**: Promoting empathy, respect, and contributions to the community.

These pillars replace the term "core values" to avoid confusion with other references and reflect BayTech's unique vision for student development. They are introduced during orientation and reinforced daily through announcements, classroom activities, and visible reminders throughout the school.

Cultural Celebrations

BayTech embraces diversity as a cornerstone of its community, celebrating cultural heritage through:

- **Cultural Events**: School-wide assemblies and fairs, such as the Hispanic Heritage Assembly, Black History Assembly, Asain American Month, Yom Hashoa, Middle Eastern Heritage Month, and the Cultural Food Fair, allow students to showcase and learn about their peers' traditions.
- **Classroom Integration**: Teachers incorporate cultural heritage into lessons, reinforcing respect and inclusivity.

By fostering an appreciation for diversity, BayTech ensures students feel valued, building a strong sense of belonging and community.

Fostering a Positive Environment

BayTech prioritizes practices that create a welcoming and supportive school culture:

- **Morning Greetings**: Teachers and administrators greet students daily to set a positive tone for the day.
- **All-School Morning Reading**: At the middle school level, each day begins with a shared schoolwide reading session. Students gather in a common space, enjoy breakfast, and read the same book together. During this time, teachers check in individually with students, strengthening relationships and setting a calm, focused tone for the day.
- **Behavioral Modeling**: Staff exemplify the respectful and responsible behavior they expect from students.
- **Anti-Bullying Initiatives**: Clear prevention and intervention strategies are implemented, ensuring a safe and respectful atmosphere.
- **Trauma-Informed Awareness**: Teachers are trained to identify signs of stress or trauma and connect students with appropriate resources for support.

These initiatives ensure students feel safe, supported, and empowered to succeed.

2. College-Going Culture

BayTech is deeply committed to fostering a college-going culture that inspires students to envision and prepare for post-secondary success. Key initiatives include:

- **Grade-Level College Names**: Each grade level is named after a university (e.g., UC Berkeley, Stanford) to reinforce college aspirations.

- **Tailored College Nights**: Families attend workshops providing detailed guidance on topics such as:

    - Building a high school transcript aligned with college admission requirements.
    - Researching colleges and understanding admission criteria.

    - Navigating financial aid, including FAFSA, scholarships, and grants.
    - Writing compelling college essays and preparing for interviews.
    - Exploring post-secondary options, including community colleges, trade schools, and gap-year programs.
- **Supporting DREAMers:** BayTech explicitly supports undocumented students and their families through sessions that explain the California Dream Act Application (CADAA) process and AB 540 nonresident tuition eligibility. Counselors provide one-on-one assistance completing CADAA forms, understanding scholarship opportunities for undocumented students, and connecting families to trusted community resources.
- **Celebrating Acceptances**: College acceptances are announced during morning announcements, and students' names are displayed on a dedicated bulletin board. These celebrations motivate students to strive for similar success.
- **College Textbook Support for Alumni:** BayTech is committed to supporting students beyond graduation as they transition to higher education. To ensure that alumni have the resources needed for academic success, BayTech provides free textbooks to all graduates enrolling in four-year college programs.

    - Upon verification of college enrollment, alumni receive funding or direct access to required textbooks for their first semester of coursework.
    - This initiative helps reduce financial barriers and promotes a successful start to their postsecondary education.
    - The program is coordinated through the school's counseling office, which assists graduates in submitting enrollment documentation and identifying required course materials.

Through these programs, BayTech instills the belief that college is an achievable goal for every student.

3. Extracurricular Activities

BayTech offers a variety of extracurricular programs to enhance students' academic and personal development:

- **Athletics**: Students participate in sports such as basketball, soccer, volleyball, cross-country, and baseball, competing in the BACSAC and the CIF-Oakland Section.
- **Student Leadership Opportunities**: Programs like student council, mock job interviews, and resume-building workshops equip students with leadership and professional skills.
- **Special Events**: Activities such as science fairs, talent shows, and academic competitions provide outlets for creativity and exploration.

These programs complement classroom instruction, encouraging students to develop well-rounded skills and interests.

4. Student Engagement and Attendance

Student Satisfaction

BayTech's small, supportive environment and strong teacher-student relationships contribute to high levels of student satisfaction. Students particularly value:

- Personalized attention from teachers who care about their success.
- A positive school climate that emphasizes respect and encouragement.
- Expanded extracurricular offerings that address diverse interests.

Attendance Prioritization

BayTech maintains a 95% attendance goal, recognizing that consistent attendance is critical to student success. Strategies to support this goal include:

- **Positive Reinforcement**: Students are rewarded for meeting attendance milestones, fostering motivation.
- **Family Collaboration**: BayTech engages families to identify and address barriers to attendance, offering resources and solutions tailored to their needs.
- **Ongoing Monitoring**: Attendance reports are reviewed weekly, enabling timely interventions for students at risk of chronic absenteeism.

In cases of persistent challenges, the school's attendance team works collaboratively to develop new strategies and ensure every student's participation.

Dropout Recovery

BayTech supports students at risk of dropping out through targeted interventions, including:

- **Individualized Learning Plans**: Tailored academic plans address students' specific needs and challenges.
- **Early Monitoring**: Teachers and counselors identify at-promise students and intervene early to provide additional support.
- **Home Visits**: Staff build trust and rapport with families through home visits, reinforcing the importance of education and providing resources to overcome barriers.

These efforts ensure that every student has the opportunity to succeed.

5. Family Engagement

Parent Involvement

BayTech fosters meaningful partnerships with families, recognizing their critical role in supporting student success. Parents are encouraged to participate in:

- **Parent-Teacher Conferences**: Regular meetings provide opportunities to discuss academic progress and collaborate on strategies for improvement.
- **Celebrations and Awards Ceremonies**: Families join in recognizing student achievements, strengthening the Charter School community.

BayTech Parent Club

The BayTech Parent Club organizes social events and fundraisers to build community and support school initiatives. Led by a parent board, the club collaborates with teacher and student liaisons to ensure alignment of goals and communication.

Coffee with the Principal

Monthly meetings with the principal provide a forum for families to share feedback, ask questions, and learn about school programs. These informal sessions strengthen trust and collaboration between parents and school leadership.

Home Visit Program

BayTech's voluntary Home Visit Program deepens relationships between staff, students, and families. Teachers and administrators visit students' homes to:

- Build stronger connections with families.
- Share expectations for academic success.
- Provide personalized support tailored to each student's circumstances.

Enhanced Communication Strategies

BayTech employs innovative approaches to keep families informed:

- **Direct Outreach**: Teachers personally contact parents for key events like Back-to-School Night, significantly boosting participation.
- **Targeted Flyers**: Event information is distributed directly to parents during student drop-off, ensuring key updates are received.

By fostering a culture of partnership, BayTech ensures that families are actively engaged in their children's educational journeys.

F. STAFF DEVELOPMENT

Bay Area Technology School is dedicated to fostering a highly skilled and dynamic teaching workforce through a rigorous recruitment process and a robust professional development

program. These initiatives ensure that teachers are equipped to deliver high-quality, data-driven, and inclusive instruction that meets the diverse needs of the student body.

1. Teacher Recruitment

BayTech is committed to attracting and hiring educators who bring expertise, passion, and a dedication to fostering student success. The teacher recruitment process at BayTech is meticulously aligned with state and federal standards, ensuring that all educators meet the qualifications necessary to deliver rigorous, effective, and inclusive instruction. This commitment to excellence guarantees that BayTech students benefit from a high-quality education delivered by skilled professionals who prioritize equity and innovation.

Recruitment Standards

BayTech's recruitment process focuses on selecting candidates who demonstrate strong academic preparation, teaching proficiency, and a commitment to supporting a diverse student population.

1. **California Credentialing**
   All teachers must hold the California Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for their certificated assignment. This ensures that educators meet the professional standards required to teach in California public schools.

2. **Core Academic Proficiency**
   Teachers responsible for delivering "a-g" courses, including English, mathematics, science, history/social studies, and foreign languages, are required to demonstrate subject matter competency. They can fulfill this requirement through one of the following pathways:

   - Successfully passing a validated statewide subject matter examination.
   - Completing an approved university subject matter program.
   - Holding an undergraduate major, a graduate degree, or equivalent coursework in the subject they teach.

3. **English Learner Authorization**
   Given BayTech's diverse student body, teachers working with English Learners must hold the necessary certification to deliver specialized instruction that supports English language development. This ensures that EL students receive targeted support to achieve language proficiency and access academic content effectively.

4. **Non-Core Proficiency**
   Teachers of non-core subjects, such as physical education, health, and middle school technology are also required to demonstrate competency in their specific subject areas, ensuring high standards across all disciplines.

Credential Management and Compliance

BayTech maintains detailed records of teacher credentials, which are reviewed annually to ensure compliance with all state and federal regulations. These records ensure that all educators meet the Charter School's rigorous standards and remain in good standing with the CTC.

Teacher Expectations

BayTech holds its teachers to high professional standards, emphasizing their role as leaders in both academic and technological innovation.

1. **Policy Adherence**
   Teachers are expected to uphold all policies outlined in the BayTech Staff Handbook. These policies include ethical guidelines, instructional expectations, and professional conduct, ensuring a consistent and respectful learning environment. (See Appendix 14.)

2. **Proficiency in Technology Integration**
   As part of BayTech's Technology Integrated Education (TIE) model, teachers must exhibit proficiency in using digital tools and multimedia presentations to enhance instruction. This includes:

   - Developing technology-rich lesson plans that engage students in active learning.
   - Using learning management systems to track progress and communicate with students and families.
   - Incorporating adaptive technology to personalize instruction and support diverse learning needs.

3. **Excellence in Classroom Management**
   Teachers are required to demonstrate strong classroom management skills, creating a positive and productive learning environment. They are trained to:

   - Implement evidence-based strategies to address behavioral challenges.
   - Foster an inclusive and respectful classroom culture.
   - Adapt instructional techniques to meet the needs of students with varied learning styles and backgrounds.

4. **Instructional Expertise**
   BayTech teachers are expected to employ research-based instructional strategies that support academic achievement and student growth. This includes:

   - Differentiating instruction to meet the needs of diverse learners, including English Learners and students with special needs.
   - Using formative and summative assessments to inform instructional decisions.

- Aligning lesson plans with State Standards and BayTech's college-and-career-readiness goals.

2. Professional Development

BayTech's professional development (PD) program is a cornerstone of its commitment to delivering high-quality, equitable, and innovative instruction. Grounded in the principles of data-driven practices, collaboration, and continuous improvement, the program is designed to equip teachers with the skills and strategies they need to meet the diverse needs of BayTech's student population. By fostering a culture of professional growth and accountability, BayTech ensures that educators remain dynamic, informed, and prepared to inspire student success.

Objectives of Professional Development

The professional development program at BayTech is strategically designed to address key areas of instructional practice and teacher growth. Each objective is tailored to enhance the quality of teaching while ensuring alignment with the school's mission and goals.

1. **Enhance Instructional Practices**
   Teachers receive ongoing training in evidence-based instructional strategies to improve classroom engagement and academic outcomes. These sessions focus on:

   - Differentiated instruction to address varying student needs.
   - Active learning techniques that promote student participation and critical thinking.
   - Strategies to foster deeper understanding of content through inquiry-based and project-based learning.

2. **Data-Driven Instruction**
   Educators are trained to leverage both formative and summative assessment data to guide their teaching practices. This includes:

   - Analyzing trends in student performance to identify strengths and areas for growth.
   - Developing targeted interventions to close achievement gaps.
   - Using diagnostic tools such as Exact Path and classroom-based assessments to monitor progress and refine lesson plans.

3. **Technology Integration**
   BayTech prioritizes equipping teachers with the skills to effectively incorporate technology into the classroom. This includes:

   - Training on digital tools and platforms that enhance blended learning models.
   - Using adaptive learning technologies to provide personalized instruction.
   - Incorporating multimedia resources to make lessons more engaging and accessible.

4. **Equity and Inclusion**
   Professional development sessions emphasize culturally responsive teaching and trauma-informed practices to create an inclusive learning environment. Specific areas of focus include:

   - Recognizing and addressing implicit bias.
   - Building classroom environments that celebrate diversity and foster belonging.
   - Implementing strategies to support English Learners and students with special needs effectively.

5. **College and Career Readiness**
   To align instruction with post-secondary preparation standards, educators are trained to:

   - Integrate college and career readiness skills into daily instruction.
   - Align curriculum with State Standards and "a-g" requirements to ensure students are prepared for higher education.
   - Develop lessons that build critical thinking, problem-solving, and collaboration skills essential for success in college and careers.

Key Philosophical Tenets of Professional Development

BayTech's PD program is driven by a set of guiding principles that ensure it remains effective, relevant, and aligned with the school's mission of academic excellence.

1. **Commitment to Excellence**
   BayTech is dedicated to fostering a professional learning culture where educators are empowered to grow continuously. Professional development opportunities are designed to reflect evidence-based practices, enabling teachers to refine their skills and stay ahead of educational trends. This commitment ensures that teachers are equipped to meet the evolving needs of students in a diverse and dynamic educational landscape.

2. **Data-Driven Development**
   The foundation of BayTech's PD program lies in the analysis of student performance data. This ensures that professional development is tailored to address specific instructional challenges and improve student outcomes. For example:

   - If data indicates a need for improvement in literacy, sessions are organized around strategies to enhance reading comprehension and vocabulary development.
   - Similarly, trends in math performance might lead to workshops on conceptual understanding and problem-solving approaches.

3. **Collaborative Learning Environment**
   Professional development at BayTech is a collaborative endeavor where teachers engage in shared learning experiences. Through Department and Grade Level Meetings and team

meetings, educators work together to:

- Develop and refine curriculum.
- Share successful teaching strategies and classroom innovations.
- Address common challenges and create cohesive, aligned instructional plans.
  This collective approach fosters a sense of accountability and innovation, ensuring that all students benefit from a unified and effective instructional team.

3. Components of Professional Development

BayTech's professional development program is designed to provide educators with a robust framework for continuous growth, collaboration, and refinement of instructional practices. The program incorporates a variety of targeted components that ensure teachers are equipped to address the diverse needs of students while maintaining alignment with BayTech's mission and goals.

Collaborative Department and Grade Level Meetings

BayTech's Department and Grade Level Meetings are integral to fostering a collaborative and data-driven instructional culture. These communities bring teachers together by grade level or department to focus on shared goals and challenges.

- **Focus Areas**:
  - Addressing academic and behavioral challenges through collective problem-solving.
  - Analyzing student data to identify trends, gaps, and opportunities for targeted interventions.
  - Developing and refining common assessments to ensure consistency in measuring student progress.
  - Sharing best practices and innovative teaching strategies to enhance instructional effectiveness.

- **Outcomes**:
  Department and Grade Level Meetings promote a spirit of teamwork and shared accountability, ensuring that students benefit from cohesive and innovative instructional approaches. Teachers are empowered to adapt their methods based on collaborative insights, resulting in a more dynamic and responsive learning environment.

Individualized Coaching and Support

BayTech provides tailored coaching to teachers through its Lead Teacher/Curriculum Coach, ensuring that professional growth is personalized and impactful.

- **Methods**:
    - **Monthly One-on-One Meetings**: Teachers meet individually with the coach to discuss instructional challenges, set goals, and receive actionable feedback.
    - **Peer Observations**: Scheduled classroom visits allow teachers to observe and learn from their colleagues' effective practices, fostering peer-to-peer learning.
    - **Lesson Plan Feedback**: Teachers receive structured guidance on improving the rigor, creativity, and alignment of their lesson plans.
    - **Personalized Goal-Setting**: Teachers develop actionable professional goals aligned with their strengths, areas for growth, and school-wide objectives.

This individualized approach ensures that each teacher's professional development is aligned with their unique needs and instructional context.

Weekly Professional Development Sessions

Weekly PD sessions create a consistent structure for teacher training and skill enhancement.

- **Focus Topics**:

    - **Differentiated Instruction**: Strategies for tailoring lessons to meet diverse student needs.
    - **Advanced Classroom Management**: Techniques to create a positive and productive classroom environment.
    - **STEM Integration**: Innovative methods for incorporating science, technology, engineering, and math into daily instruction.
    - **Assessment Literacy**: Training on using data from formative and summative assessments to inform instruction and drive student success.

- **Structure**:
  Held every Wednesday, these sessions address current classroom challenges, equip teachers with practical tools, and ensure alignment with BayTech's instructional priorities.

External Professional Development Opportunities

BayTech encourages teachers to participate in external workshops, conferences, and seminars to deepen their expertise and stay abreast of educational advancements.

- **Support**:
  Teachers receive stipends and reimbursements for registration fees, travel expenses, and other costs associated with attending professional development events.

- **Examples of Opportunities**:

- STEM-focused conferences to explore the latest developments in science and technology education.
- California Charter Schools Association events to engage with statewide best practices and policy updates.
- Subject-specific training in areas such as mathematics, language arts, and social studies.

These opportunities allow teachers to bring back new insights and innovations that enrich BayTech's instructional programs.

Summer In-Service Programs

BayTech's summer in-service programs provide intensive preparation for the upcoming academic year, ensuring teachers are ready to deliver high-quality instruction from day one.

- **Topics Covered**:
  - Review of school policies, procedures, and academic goals.
  - Hands-on training in new curriculum tools, instructional strategies, and technology integration.
  - Collaborative curriculum mapping to ensure vertical and horizontal alignment across grade levels.
  - Planning for interdisciplinary projects and student-centered learning approaches.

The summer program fosters collaboration among staff and establishes a strong foundation for the academic year.

Peer Observations and Walkthroughs

Reflective practice is emphasized through structured peer observations and administrative walkthroughs.

- **Activities**:
  - Teachers conduct monthly peer observations to share effective strategies and gain new perspectives on classroom management and instruction.
  - Department chairs and administrators conduct regular walkthroughs, providing immediate feedback to refine teaching practices.

These activities promote a culture of continuous improvement and mutual support among educators.

4. Evaluating the Impact of Professional Development

BayTech employs a comprehensive and strategic approach to evaluate its professional development ("PD") program, ensuring that it consistently enhances teacher effectiveness and supports student

achievement. Through detailed analysis, ongoing feedback, and iterative adjustments, BayTech's PD program remains dynamic and responsive to the needs of its educators and students.

Key Metrics for Measuring PD Effectiveness

BayTech uses a range of quantitative and qualitative metrics to assess the impact of its professional development efforts:

- **Student Performance Data**:
    - Analysis of standardized test scores, including CAASPP, Exact Path, and English Language Proficiency Assessments for California ("ELPAC") results, provides a clear measure of how professional development improves instructional quality and student learning outcomes.
    - Comparative data is reviewed year-over-year to identify trends and evaluate the effectiveness of new instructional strategies introduced during PD sessions.

- **Staff Feedback**:
    - Teachers and support staff complete regular surveys to provide insights into the relevance, quality, and applicability of professional development sessions.
    - Feedback sessions are held to discuss areas of improvement and ensure the PD content aligns with instructional goals and teacher needs.

- **Classroom Observations**:
    - Walkthroughs conducted by administrators and department leads assess the integration of PD-driven strategies in the classroom.
    - Observations focus on key areas such as student engagement, differentiation, technology use, and the implementation of data-informed instruction.

- **Retention Rates of Educators**:
    - High retention rates among qualified teachers indicate a supportive, growth-oriented work environment fostered by effective professional development.
    - Exit interviews with departing staff provide additional insights into areas where the PD program can evolve to better meet the needs of educators.

Continuous Improvement of Professional Development

BayTech's PD program emphasizes a culture of reflection, collaboration, and adaptability to ensure it meets its objectives and remains effective over time.

- **Post-PD Reflections**:
    - Teachers are encouraged to reflect on how they have applied strategies learned during PD sessions in their classrooms.
    - Reflection forms and discussions help identify successes and challenges, allowing for targeted follow-up sessions and coaching support.

- **Collaborative Planning and Review**:
    - Department and Grade Level Meetings serve as a forum for teachers to collectively review the outcomes of professional development initiatives.
    - Teams discuss specific challenges encountered in implementing new strategies and collaboratively refine approaches to overcome these obstacles.

- **Iterative Adjustments**:
    - Feedback from staff and data from observations are used to make real-time adjustments to PD offerings.
    - Topics, delivery methods, and tools are continuously evaluated to ensure alignment with current instructional demands and teacher priorities.

Expanding Evaluation Beyond Metrics

BayTech recognizes that evaluating professional development goes beyond traditional metrics, integrating a broader perspective that reflects the school's culture and mission.

- **Student-Centered Outcomes**:
    - Teachers' ability to implement engaging, inclusive, and student-centered practices is a key focus of evaluation.
    - Improvements in classroom culture, student participation, and academic confidence are tracked as indirect indicators of PD success.

- **Professional Growth Narratives**:
    - Teachers document their professional growth through goal-setting and progress reports tied to PD objectives.
    - These narratives provide qualitative insights into how the PD program supports educators' individual development trajectories.

- **Innovation in Teaching Practices**:

- BayTech evaluates how professional development fosters innovation, such as the integration of cutting-edge technology, creative lesson design, or interdisciplinary approaches.
- Observations and feedback sessions capture examples of how teachers are expanding their instructional repertoire as a result of PD sessions.

Aligning Professional Development with Strategic Goals

BayTech's PD program is closely aligned with the Charter School's strategic priorities, ensuring it contributes to the overarching mission of fostering academic excellence and equity.

- **Focus on Equity and Inclusion**:
  - PD sessions are evaluated for their effectiveness in equipping teachers to support diverse learners, including English Learners and students with special needs.
  - Surveys and classroom observations assess the incorporation of culturally responsive teaching and trauma-informed practices.

- **Preparing Students for College and Career**:
  - Professional development initiatives are evaluated for their impact on college and career readiness instruction, ensuring that teachers are effectively preparing students for post-secondary success.
  - In addition to group-based sessions, BayTech employs a dedicated professional coach who provides one-on-one coaching for teachers who request individualized support. This allows educators to target specific areas of growth, refine their instructional practice, and align their goals with student outcomes.

By employing a rigorous and multifaceted evaluation process, BayTech ensures its professional development program remains impactful, adaptive, and aligned with its mission. This commitment to continuous improvement enables BayTech to create a thriving learning environment where both teachers and students can excel.

G. SPECIAL POPULATIONS

1. Support for all students

Philosophy

BayTech is dedicated to ensuring equitable educational opportunities for all students, including those with Individualized Education Programs. The Charter School's philosophy emphasizes

supporting diverse learners through high-quality services, inclusive practices, and a robust Multi-Tiered System of Supports ("MTSS") framework.

Primary Focus Areas:

BayTech's approach to supporting students with IEPs is centered on the following priorities:

- **Facilitating Access and Success in General Education:** Ensuring that students with IEPs have the tools, accommodations, and support to thrive alongside their peers in general education settings.
- **Accelerating Growth Toward Personalized Goals:** Providing targeted interventions and individualized strategies to help students achieve their specific educational objectives.
- **Meeting Legal Requirements:** Maintaining full compliance with federal and state laws governing special education to uphold student rights and quality standards.
- **Building Leadership Capacity for MTSS:** Empowering school leaders to effectively design, implement, and manage a comprehensive MTSS that addresses academic, behavioral, social-emotional, and health-related needs for all students.

Core Beliefs:

BayTech's educational philosophy is grounded in a set of guiding principles:

- **General Education for All Students:** Every student is a general education student first. Special education services are viewed as supports provided within an inclusive educational environment, not as isolated programs or separate placements.
- **Special Education as a Service:** Special education is not a place but a set of resources and supports designed to meet students' unique needs while fostering their participation in the general curriculum.
- **Collaboration and Planning:** Thoughtful planning, collaboration among educators, and culturally responsive practices are key to ensuring that all students can access rigorous curricula and succeed.

By embracing these principles, BayTech ensures that every student receives an education tailored to their needs, empowering them to achieve academic success and personal growth. The school's commitment to inclusive education is at the heart of its mission to prepare students for lifelong learning and meaningful contributions to society.

Multi-Tiered System of Supports

Development and Evolution

BayTech has partnered with the El Dorado County Charter SELPA to implement a robust MTSS framework designed to address the diverse needs of all students. This partnership provides BayTech with specialized resources, training, and guidance to ensure effective academic, socio-emotional, behavioral, and health-related interventions. BayTech's MTSS framework is data-driven

and focuses on early identification and targeted support, ensuring that students receive the appropriate level of intervention before challenges escalate.

Structure

BayTech's MTSS framework operates through a tiered system of support:

- **Tier 1: Universal Interventions**
  - Implemented school-wide, focusing on high-quality, research-based instruction and practices to benefit all students.
  - Includes positive behavioral interventions and supports, culturally responsive teaching, and school-wide academic and social-emotional learning curricula.
- **Tier 2: Targeted Services**
  - Provides additional support for students identified as needing more focused interventions based on academic, behavioral, or social-emotional data.
  - Includes small group instruction, short-term counseling, and other targeted interventions aligned with identified needs.
- **Tier 3: Intensive Services**
  - Designed for students with critical needs requiring individualized support.
  - May include one-on-one tutoring, intensive counseling, or specialized behavioral plans, often in collaboration with IEP teams or other stakeholders.

El Dorado Charter SELPA Partnership

The El Dorado Charter SELPA supports BayTech by:

- Providing professional development on implementing MTSS strategies effectively.
- Offering technical assistance and compliance guidance to meet state and federal special education requirements.
- Assisting with data analysis and resource allocation to align interventions with student needs.
- Facilitating collaboration between general and special education teams to enhance inclusive practices.

Through its partnership with the El Dorado County Charter SELPA, BayTech ensures that its MTSS framework is comprehensive, equitable, and responsive to the needs of all students. This collaboration enhances BayTech's ability to provide high-quality services and supports that enable every student to succeed academically, socially, and emotionally.

Coordination of Services: CARE Team

Team Composition

BayTech's Coordination, Assessment, Response, and Equity ("CARE") Team is a dedicated group of educators and support staff who meet weekly on Thursdays to review student needs and ensure timely, targeted interventions. The team includes:

- School administrators

- Intervention and support staff (e.g., special education and counseling professionals)
- Classroom teachers and academic coaches
- Additional staff as needed based on referrals

Functions of the CARE Team

- **Data-Driven Decision Making**
  Each week, the CARE Team reviews academic, behavioral, attendance, and social-emotional data to identify students who may benefit from additional support. The team uses this data to determine school-wide trends, prioritize resources, and ensure equity in student support.

- **Teacher Referrals**
  Teachers submit referral forms when they have concerns about a student's academic progress, behavior, or emotional well-being. These referrals prompt discussion at the CARE meeting and ensure timely follow-up.

- **Coordinating Interventions**
  The CARE Team evaluates each referred student and matches them with Tier 2 or Tier 3 interventions such as counseling, academic tutoring, behavior support, or attendance outreach. Interventions are monitored regularly to assess impact and adjust as needed.

- **Monitoring MTSS Implementation**
  While the CARE Team does not oversee MTSS in its entirety, it plays a central role in ensuring interventions are aligned with BayTech's MTSS framework and that all students receive the layered supports they need.

BayTech's CARE Team reflects the school's commitment to collaborative, data-informed student support. By meeting weekly and responding quickly to teacher-identified concerns, the team ensures that interventions are proactive, personalized, and aligned to the diverse needs of BayTech's student population.

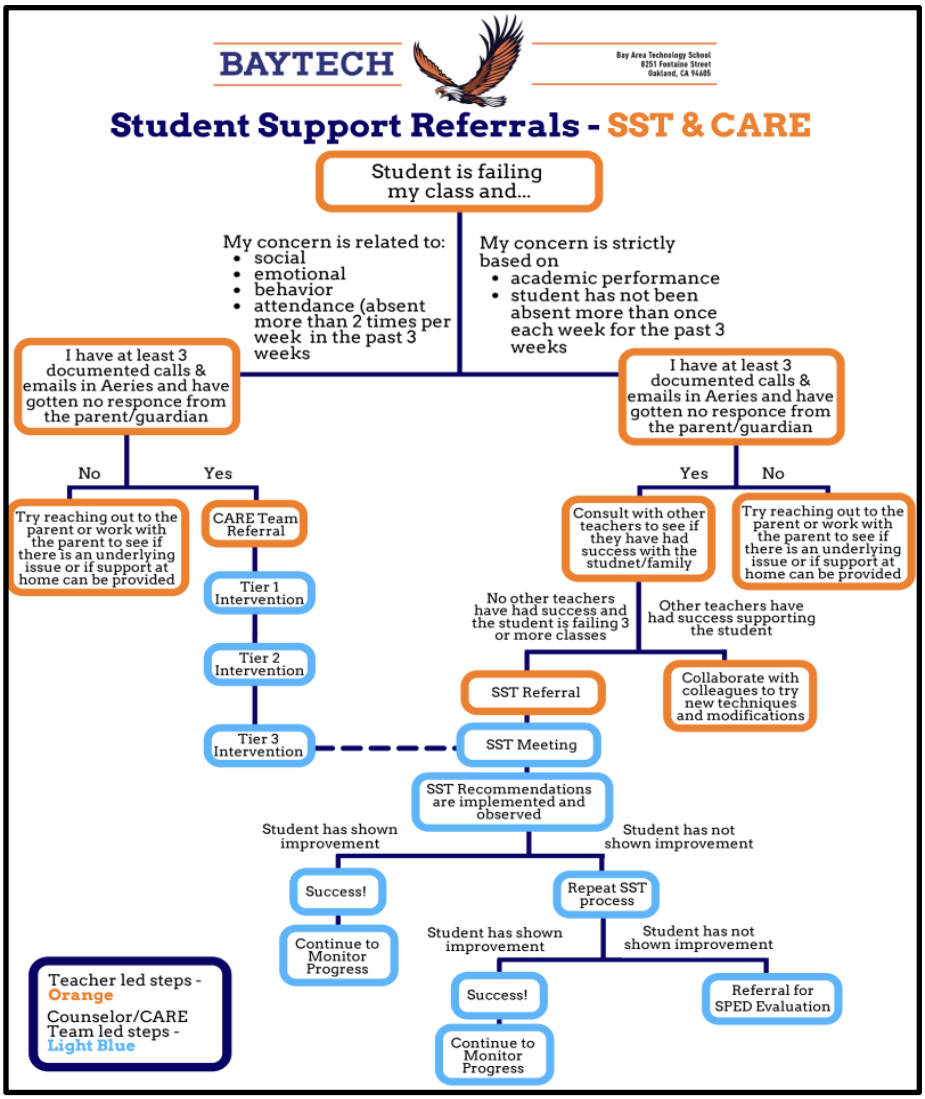


Figure 1.9: CARE Decision Tree for Coordination of Services

Tiered Services

BayTech's MTSS ensures students receive tailored academic, behavioral, and social-emotional interventions aligned with their individual needs.

Academic Services

Tier 1

- Implementation of research-based curricula designed to engage diverse learners.
- Differentiated instruction and inquiry-based learning strategies to address varied student needs.
- Daily differentiated reading and math blocks, leveraging adaptive assessments like Exact Path to monitor progress and provide personalized instructional pathways.

- Teachers utilize scaffolded lessons and small group instruction to meet grade-level expectations for all students.

Tier 2

- Targeted intervention cycles, typically lasting 6-8 weeks, based on diagnostic and formative assessment data.
- Small-group instruction focusing on identified skill gaps in reading and math.
- Teachers incorporate evidence-based strategies and frequent progress monitoring to ensure students make measurable gains.

Tier 3

- Data-Based Individualization ("DBI"): Personalized, intensive interventions for students experiencing persistent academic challenges.
- Individualized instruction for foundational skills in reading and math, supported by additional one-on-one teacher-led sessions.
- Services tailored to align with IEPs for students with specific learning needs, ensuring compliance with state and federal guidelines.

Behavioral Services

Tier 1

- School-wide Positive Behavioral Interventions and Supports (PBIS) framework fosters a positive school culture and clear behavioral expectations.
- Proactive strategies, including consistent routines, positive reinforcement, and recognition of exemplary behavior, promote a supportive environment.

Tier 2

- Development of individualized behavior support plans for students needing additional structure and guidance.
- Teachers and support staff provide interventions such as check-ins and targeted reinforcement strategies to encourage appropriate behavior.

Tier 3

- Functional Behavioral Analysis ("FBA") to identify and address the root causes of challenging behaviors.
- Implementation of individualized behavior intervention plans, including replacement behavior training, de-escalation techniques, and ongoing staff support.

Social-Emotional Services

Tier 1

- SEL strategies into daily classroom practices to support emotional regulation and interpersonal skills.
- Trauma-informed approaches ensure a safe and inclusive environment for all students, focusing on building strong relationships and fostering resilience.

Tier 2

- Small-group interventions to address specific social-emotional needs, including peer relationships, self-regulation, and conflict resolution.
- Sessions are guided by staff trained in SEL strategies and focus on developing emotional intelligence and problem-solving skills.

Tier 3

- Individualized support provided by trained school staff for students with significant social-emotional challenges.
- Collaboration with families and external agencies as needed to provide wraparound care and connect students with additional resources.

BayTech's tiered approach reflects its commitment to supporting every student holistically—academically, behaviorally, and emotionally—ensuring success in school and beyond.

Assessment and Progress Monitoring at BayTech

BayTech uses a comprehensive system of assessment and progress monitoring to ensure that all students receive effective, data-driven support across academic, behavioral, and social-emotional domains. This system is integral to the school's commitment to continuous improvement and student success.

Data Sources

Academic

- **Standardized Testing:** Performance on statewide assessments, such as SBAC, measures proficiency in core subjects.
- **Growth Metrics:** Tools like Exact Path provide ongoing data on reading and math growth.
- **Attendance and Grades:** Patterns in attendance and course performance indicate student engagement and areas needing intervention.

Behavioral

- **Behavior Data:** Office discipline referrals, behavior logs, and teacher reports track trends in student behavior and inform targeted supports.
- **Positive Reinforcement Metrics:** Monitoring the frequency of positive behavioral recognitions helps evaluate the effectiveness of Tier 1 PBIS strategies.

Social-Emotional

- **Teacher Observations:** Teachers use structured observations to assess emotional regulation, peer interactions, and overall social-emotional well-being.
- **Student Check-Ins:** Regular interactions with staff help identify students in need of additional SEL support.
- **Community and Climate Feedback:** Surveys of students and families provide qualitative insights into the school's social-emotional environment.

Annual Evaluation and Continuous Improvement

Annual Review Process

- Key performance indicators (e.g., SBAC scores, attendance rates, reclassification rates for ELs) are reviewed to identify successes and challenges.
- Teacher and staff surveys gather insights on the implementation and impact of academic, behavioral, and social-emotional programs.
- Feedback from families, gathered through advisory committees and surveys, ensures alignment with community needs.

Program Adjustments

- Data from assessments and reviews guide updates to BayTech's MTSS framework, ensuring that interventions remain effective and responsive.
- Professional development priorities are informed by evaluation findings, supporting staff in addressing emerging student needs.

BayTech's robust assessment and monitoring practices ensure that every student receives personalized, targeted support, fostering academic achievement, positive behavior, and social-emotional growth.

2. Support for Students with Disabilities

Special Education Program Overview

Legal Compliance

BayTech is fully committed to meeting all legal requirements related to serving students with disabilities. The Charter School adheres to the following federal and state laws to ensure compliance and equitable educational access:

- **Individuals with Disabilities Education Act ("IDEA"):** Provides students with disabilities access to a Free Appropriate Public Education ("FAPE") tailored to their individual needs.

- **Section 504 of the Rehabilitation Act of 1973 ("Section 504"):** Protects individuals from discrimination based on disability, ensuring access to accommodations and a supportive educational environment.
- **Americans with Disabilities Act ("ADA"):** Ensures all facilities and programs are accessible and inclusive for students with disabilities.
- **Student Study Team ("SST") Process:** BayTech employs an SST process as part of general education to evaluate and guide referrals for special education or Section 504 services. The SST uses a collaborative approach involving teachers, administrators, and families to identify and address student needs.
- **Accessibility:** All BayTech facilities are designed to be accessible for students with disabilities, ensuring physical and programmatic access across the campus.
- **Equal Access:** No student is denied access to BayTech's programs, extracurricular activities, or facilities based on the presence or severity of a disability.

Affiliation with El Dorado County Charter SELPA

BayTech operates as an independent Local Educational Agency member of the El Dorado County Charter SELPA. This partnership ensures the effective delivery of special education services and compliance with state and federal laws.

- **Independent LEA Status:** As a LEA, BayTech directly manages its special education services, working in partnership with the El Dorado County Charter SELPA to meet all compliance requirements.
- **Policy and Procedural Alignment:** BayTech utilizes El Dorado County Charter SELPA policies, procedures, and standardized forms to ensure consistent and equitable implementation of special education programs.
- **Support and Resources:** Through its SELPA membership, BayTech accesses training, consultation, and resources to meet the diverse needs of students with disabilities.

Commitment to FAPE and LRE

BayTech is dedicated to ensuring that all students receive FAPE in the Least Restrictive Environment ("LRE").

- **FAPE:** Each student is provided with IEPs or Section 504 Plans that address their unique needs and ensure access to the general curriculum.
- **LRE:** Students with disabilities are educated alongside their non-disabled peers to the maximum extent appropriate, with supplementary aids and services provided as needed.
- **Inclusivity:** Special education is treated as a service rather than a location, emphasizing integration within the general education environment whenever possible.

Non-Discrimination

BayTech embraces an inclusive philosophy, ensuring that all students, regardless of ability, are supported and valued within the Charter School community.

- **Equity in Admission and Services:** BayTech does not discriminate against students based on the nature, extent, or severity of their disabilities. All students have equal access to educational programs, extracurricular activities, and school facilities.
- **Commitment to Diversity:** BayTech views diversity, including that contributed by students with disabilities, as a strength that enhances the learning environment.

Section 504 of the Rehabilitation Act

Responsibilities

BayTech takes proactive steps to ensure compliance with Section 504, which mandates that students with disabilities are provided the accommodations and services necessary to access a meaningful education.

- **Discrimination Prevention:** BayTech ensures that no student with a disability is excluded from participation, denied benefits, or subjected to discrimination in any school program or activity.
- **Accommodations and Modifications:** Students with documented disabilities receive accommodations and modifications as outlined in their Section 504 Plans to enable equitable access to education.

504 Team Composition

The 504 team is responsible for evaluating and planning accommodations for students under Section 504. The team includes:

- **Parents/Guardians:** Ensure family involvement in decision-making.
- **Students:** Participate when appropriate to provide input and promote self-advocacy.
- **Knowledgeable School Staff:** Includes teachers, administrators, and specialists familiar with the student's needs and evaluation data.

Evaluation and Plan Development

The 504 team conducts comprehensive evaluations and develops individualized plans to meet the needs of students with disabilities.

- **Evaluation Process:**
    - Reviews existing records, including academic, behavioral, and medical information.
    - Utilizes assessments tailored to specific areas of need, ensuring that evaluations are valid and accurately reflect the student's abilities and challenges.
- **504 Plan Development:**
    - Creates a plan that details accommodations, modifications, and services necessary to provide FAPE.
    - Ensures that accommodations are aligned with the student's needs and educational goals.

    - Provides a copy of the plan to all educators working with the student, including substitutes.
- **Annual Review:** The 504 Plan is reviewed annually to assess its effectiveness and make necessary adjustments based on the student's progress and evolving needs.

Implementation and Accountability

BayTech ensures that all staff members understand their roles in supporting students with 504 Plans.

- **Staff Training:** Educators are trained to implement accommodations and modifications effectively.
- **Compliance Monitoring:** The administration oversees plan implementation to ensure that all components are executed as intended.
- **Parent Communication:** Families are regularly updated on their child's progress and any changes to their 504 Plan.

Multi-Tiered System of Supports

Framework

BayTech's MTSS is a comprehensive approach to identifying and addressing the academic, behavioral, and social-emotional needs of all students. The framework ensures:

- **Integration of Supports:** Academic, behavioral, and social-emotional interventions are aligned and delivered in a coordinated manner.
- **Data-Driven Decision-Making:** Assessment data and ongoing progress monitoring inform the implementation and adjustment of interventions.
- **Equity and Access:** All students receive the appropriate level of support needed to succeed.

Tiered Services

Tier 1: Universal Supports

Universal supports are provided to all students to promote academic achievement, positive behavior, and social-emotional well-being.

- **Instructional Strategies:**
    - Differentiated instruction tailored to diverse learning needs.
    - Implementation of research-based curricula across all subjects.
    - Classroom management techniques that foster a positive learning environment.
- **Daily Instructional Blocks:**
    - **Reading and Math:** Targeted differentiated instruction is embedded in daily schedules to ensure foundational skills are reinforced for all students.

    - **SEL Strategies:** Embedded into daily routines to foster resilience, communication, and collaboration.
- **Focus on Inclusivity:** Teachers integrate strategies to ensure access to the general curriculum for all learners, including those at risk of falling behind.

Tier 2: Targeted Interventions

Students who require additional support beyond Tier 1 receive targeted interventions tailored to address specific gaps.

- **Small-Group Instruction:**
    - Data-driven small-group sessions focused on identified areas of need in math, reading, or behavior.
    - Teachers utilize diagnostic tools to monitor progress and refine strategies.
- **Structured Intervention Cycles:**
    - Interventions are delivered in focused cycles lasting 6-8 weeks, allowing for periodic review and adjustment.
    - Progress is monitored regularly to determine the effectiveness of interventions and identify students who may require more intensive support.
- **Behavioral Interventions:**
    - Structured support plans, such as Check-In Check-Out, provide additional motivation and accountability for students struggling with behavioral expectations.

Tier 3: Individualized Interventions

Tier 3 interventions are designed for students with intensive needs who require highly specialized support.

- **Individualized Plans:**
    - Interventions are customized based on student needs, incorporating strategies from DBI.
    - Plans may include intensive academic support, behavioral interventions, or social-emotional counseling.
- **Alignment with IEPs:**
    - Students with IEPs receive targeted services aligned with their identified goals.
    - Collaboration between general education teachers, special education staff, and families ensures a cohesive approach to addressing needs.
- **Intensive Monitoring:** Progress is closely tracked, with frequent data reviews to adjust interventions and ensure student growth.

BayTech's MTSS framework exemplifies a proactive, inclusive, and data-informed approach, ensuring every student has the opportunity to achieve their full potential.

Coordination of Services: CARE Team

At BayTech, the CARE Team plays a pivotal role in ensuring that all students receive the support they need to thrive academically, behaviorally, and socially. Comprised of key stakeholders—including administration, intervention staff, and classroom teachers—the CARE team brings together diverse expertise to oversee the implementation of BayTech's MTSS.

The team works collaboratively to align interventions with resources provided by the El Dorado SELPA and ensure seamless integration of services for students with varying needs. CARE regularly reviews referrals for academic, behavioral, and social-emotional concerns, submitted by teachers, staff, or families, to identify students who may require additional support. Each referral is carefully evaluated, and students are matched with targeted interventions or support services that best address their specific challenges.

To maintain the effectiveness of interventions, the CARE team monitors student progress on a regular basis. Through data analysis and team discussions, they assess the impact of interventions and adjust strategies as needed to promote student growth. By coordinating resources and fostering a proactive approach to student support, the CARE team ensures that every student at BayTech has access to the tools and opportunities they need to succeed.

Student Study Team

The SST serves as a cornerstone of BayTech's proactive approach to identifying and addressing the diverse academic, behavioral, and social-emotional needs of its students. Rooted in the principles of collaboration and early intervention, the SST functions as a multidisciplinary team composed of administrators, teachers, interventionists, and other relevant staff. Its purpose is to exhaust general education strategies and resources before making referrals to special education or other specialized services.

Process and Role in General Education

The SST process begins when a student is identified by a teacher, parent, or staff member as needing additional support to succeed in the general education setting. The team convenes to review the student's performance, behavior, and social-emotional development. Drawing upon classroom observations, assessment data, and input from stakeholders, the SST works collaboratively to develop an individualized plan of support tailored to the student's specific needs.

The SST ensures that all general education resources, including Tier 1 and Tier 2 interventions within BayTech's MTSS, are fully utilized. Interventions may include differentiated instruction, targeted academic support, or behavioral strategies designed to address the student's unique challenges. The team monitors the effectiveness of these interventions through regular progress reviews, ensuring timely adjustments are made as necessary.

Alignment with IDEA Child Find Requirements

In compliance with the IDEA, the SST also fulfills BayTech's obligation under the Child Find mandate. This requires the Charter School to identify, locate, and evaluate all students who may

have disabilities requiring specialized services. While the SST is committed to exploring all general education possibilities, it does not delay the assessment process when a disability is suspected, particularly when a parent formally requests an evaluation.

Referral to Specialized Services

If the SST determines that general education interventions have not adequately supported the student, the team may recommend a formal referral for special education evaluation or services under Section 504. This referral is conducted in collaboration with the parent or guardian and follows the policies and procedures outlined by the El Dorado County Charter SELPA.

The SST ensures that any referral is accompanied by comprehensive documentation of the interventions attempted, the student's response, and relevant assessment data. This structured approach ensures that referred students receive timely and appropriate evaluations to determine their eligibility for additional supports.

Commitment to Collaboration and Equity

BayTech's SST is dedicated to fostering collaboration among educators, families, and support staff to create equitable learning opportunities for all students. Parents are integral members of the process, participating in meetings, contributing their insights, and helping to shape the student's support plan. The SST ensures that students receive interventions that reflect their individual strengths and challenges, promoting growth within the least restrictive environment.

Through its collaborative and data-driven practices, BayTech's SST exemplifies the Charter School's commitment to meeting the needs of every learner, ensuring they have the tools and resources to thrive academically, socially, and emotionally.

Identification and Referral Process

BayTech is committed to identifying and addressing the needs of students with disabilities through a comprehensive and systematic identification and referral process. Guided by its child find obligations under the IDEA and Section 504, BayTech ensures that all students who may require additional support are promptly evaluated.

The process begins with proactive measures to identify students who exhibit signs of potential disabilities. If initial general education interventions, such as differentiated instruction or targeted classroom supports, prove insufficient, the student is referred to the Special Education team for further evaluation. Teachers, staff, and families are encouraged to collaborate in identifying concerns, ensuring that no student's needs go unnoticed.

BayTech's partnership with the El Dorado County Charter SELPA plays a crucial role in this process. Together, BayTech and SELPA staff work to develop robust assessment plans that comply with state and federal guidelines. These plans outline the specific evaluations needed to understand a

student's educational, behavioral, and social-emotional requirements. This collaboration ensures that all necessary services and resources are identified and implemented effectively.

Evaluation Procedures

Once a student is referred for evaluation, BayTech employs validated assessment tools to provide a thorough analysis of the student's educational and behavioral needs. These tools are selected to ensure accuracy, validity, and reliability in understanding each student's unique challenges. Parents and guardians are integral to the evaluation process; they are involved in discussions to develop the assessment plan and review the results.

BayTech's evaluations are comprehensive, covering academic performance, social-emotional well-being, and behavioral indicators. These evaluations are designed to provide actionable insights into the student's strengths and areas for growth. The results serve as the foundation for creating an individualized plan, whether it is an IEP under IDEA or a 504 Plan under Section 504.

Assessments

Assessments at BayTech are conducted with precision and care to ensure that each student's needs are fully understood.

- **Types of Assessments:** Diagnostic evaluations are used to determine eligibility for services under IDEA or Section 504. These include academic progress monitoring tools such as Exact Path assessments, which provide data on students' mastery of grade-level content. When necessary, behavioral and social-emotional evaluations are administered to identify factors impacting the student's ability to engage fully in the learning environment.
- **Process and Consent:**
  Parental involvement is prioritized throughout the assessment process. BayTech obtains written consent from parents or guardians before initiating any evaluations, ensuring transparency and collaboration. The results of the assessments are then used to develop detailed and actionable plans, whether an IEP or a 504 Plan, tailored to meet the student's individual needs. These plans are designed to provide appropriate accommodations, modifications, and services to ensure students receive FAPE.

Through its structured and student-centered identification, referral, and assessment processes, BayTech ensures that all students with disabilities are supported in reaching their full potential.

IEP Development and Implementation

At BayTech, the development and implementation of IEPs are conducted with precision, collaboration, and a commitment to meeting each student's unique needs. This process aligns with state and federal regulations under the IDEA, ensuring that every student eligible for special education services receives the support necessary to thrive academically and socially.

IEP Team Composition

The creation and review of an IEP involves a multidisciplinary team of professionals and stakeholders dedicated to the student's success. The IEP team includes:

- **The Principal or Administrative Representative**: Ensures that the necessary resources are allocated and that the plan aligns with school policies.
- **General Education Teachers**: Provide insight into the student's performance and needs in the general education classroom, offering strategies for inclusive learning.
- **Special Education Teachers or Specialists**: Design and implement specialized instruction and accommodations.
- **Parents/Guardians**: Play a central role in the process by contributing their unique perspective and advocating for their child's needs.
- **Other Required Professionals**: Depending on the student's needs, this may include school psychologists, speech and language therapists, occupational therapists, or behavioral specialists.

IEP Content and Review

The IEP is a comprehensive document that outlines a personalized roadmap for the student's education. It includes:

- **Individualized Goals**: Clear, measurable objectives designed to address the student's academic, social-emotional, or behavioral needs.
- **Accommodations and Modifications**: Specific strategies and tools to ensure the student can access the curriculum and demonstrate learning.
- **Designated Services**: Any specialized instruction or related services, such as speech therapy or counseling, required to support the student's progress.
- **Placement Decisions**: Details about the LRE for the student, ensuring they learn alongside their non-disabled peers whenever possible.

IEPs are dynamic documents reviewed annually to ensure they remain aligned with the student's evolving needs. The team reconvenes to assess progress, update goals, and make any necessary adjustments. In addition, students undergo a triennial reassessment to evaluate their continued eligibility for special education services and determine if adjustments to the IEP are warranted. These reviews and reassessments are conducted earlier if significant changes in the student's needs or performance arise.

Access to Services

Students with IEPs at BayTech benefit from a comprehensive approach to support. All services and accommodations outlined in the IEP are provided with fidelity. These services may include, but are not limited to:

- Specialized academic instruction tailored to the student's unique learning profile.
- Access to interventions and supports available school-wide, such as Tier 2 or Tier 3 interventions within the MTSS framework.

- Related services, such as speech therapy, occupational therapy, or behavioral interventions, delivered by qualified professionals.

BayTech's approach ensures that students with IEPs not only receive individualized support but also have access to the broader resources and opportunities available to all students. By fostering collaboration among educators, specialists, and families, BayTech is dedicated to empowering students with disabilities to reach their full potential in an inclusive and supportive environment.

Professional Development

BayTech prioritizes equipping its staff with the knowledge and skills necessary to effectively support students with disabilities. The professional development program is designed to ensure compliance with laws and regulations such as IDEA and Section 504, while also focusing on practical strategies for implementation in the classroom. Training sessions cover essential topics including the development and management of IEPs and 504 Plans, and the use of accommodations and modifications within general education settings to meet diverse learner needs.

Recognizing the importance of holistic student support, BayTech also emphasizes trauma-informed practices and strategies for integrating SEL into daily instruction. This comprehensive approach ensures that staff are prepared to address both academic and socio-emotional challenges.

To foster continuous improvement, BayTech holds quarterly professional development sessions. These sessions incorporate best practices from around the country and address emerging needs identified through staff feedback and program evaluations. This ongoing commitment to professional growth ensures that educators remain informed and capable of meeting the evolving needs of BayTech's students.

Parental Engagement

BayTech values the critical role parents and guardians play in the success of students with disabilities. Parents are actively involved in the planning and review processes for their child's IEPs and 504 Plans. They are invited to participate in CARE Team and SST meetings, where they collaborate with staff to discuss student progress, address concerns, and develop tailored supports.

Clear procedures are in place to ensure that parental concerns or complaints about services are addressed promptly and effectively. BayTech works closely with El Dorado SELPA to resolve any issues, ensuring that services remain compliant with state and federal regulations. This collaborative approach fosters trust and ensures that parents are empowered partners in their child's educational journey. Through meaningful engagement, BayTech strengthens the connection between home and school, creating a supportive environment for all students.

Notification and Coordination of Services

BayTech prioritizes clear communication and effective coordination to ensure seamless delivery of special education services in compliance with state and federal laws. The Charter School

collaborates closely with the El Dorado County Charter SELPA, parents, and service providers to address the needs of students with disabilities, facilitate timely referrals, and implement required supports.

Notification Process

BayTech follows established procedures for notifying all stakeholders about special education matters, ensuring transparency and adherence to legal requirements. Key components of the notification process include:

- **Parental Notification:** Parents are informed promptly about any referrals, evaluations, IEP meetings, or changes to their child's educational program. Notifications are provided in the family's primary language and include procedural safeguards to ensure parents fully understand their rights.
- **SELPA Coordination:** BayTech communicates regularly with the El Dorado County Charter SELPA regarding assessments, service provision, and other special education requirements. This collaboration ensures that all resources and personnel are aligned to meet student needs.
- **Inter-Agency Communication:** For students transferring to or from BayTech, the Charter School coordinates with other districts or schools to exchange records and ensure continuity of services.

Coordination of Services

Effective coordination between BayTech and the SELPA ensures that all special education services are delivered consistently and in compliance with legal standards. Specific coordination activities include:

- **Service Implementation:** BayTech and SELPA work together to ensure that all services outlined in students' IEPs are delivered as planned. This includes scheduling and providing access to itinerant staff such as speech therapists, occupational therapists, and behavioral specialists.
- **Discipline Procedures:** For students with disabilities, BayTech follows procedures to ensure compliance with the IDEA during disciplinary actions. SELPA is notified before any suspension or expulsion to ensure that decisions are aligned with the student's IEP and legal protections.
- **Crisis Intervention and Support:** When students experience significant challenges or crises, BayTech coordinates with SELPA and other external agencies to provide additional supports, such as mental health services or behavioral interventions.

Collaboration with Families

BayTech recognizes the importance of involving families in every step of the special education process. Parents are invited to participate in:

- **Referral and Evaluation Discussions:** Families are informed and involved in decisions about whether their child requires assessments for special education eligibility.
- **IEP and 504 Plan Meetings:** Parents are active members of the team, contributing to decisions about goals, services, and accommodations.
- **Addressing Concerns:** BayTech provides clear pathways for families to raise concerns about their child's education. The Charter School works collaboratively with SELPA and parents to resolve issues and ensure that services meet the student's needs.

Commitment to Compliance and Collaboration

BayTech's notification and coordination processes reflect its dedication to delivering high-quality, legally compliant special education services. By fostering open communication, ensuring collaboration between all stakeholders, and maintaining strong partnerships with the El Dorado County Charter SELPA, BayTech ensures that students with disabilities receive the support they need to succeed academically and socially.

Special Education Staffing

BayTech is committed to ensuring that students with disabilities receive high-quality, tailored support from well-trained and dedicated professionals. The Charter School employs qualified special education teachers, interventionists, and paraprofessionals who deliver direct instruction and individualized services to meet students' unique needs. These staff members collaborate closely with general education teachers to implement inclusive practices and ensure that all students can access the curriculum.

Additionally, BayTech works with El Dorado SELPA to secure access to specialized service providers, such as speech and language pathologists, occupational therapists, and behavioral specialists, to address more specific student needs. These itinerant staff members bring expertise in targeted intervention strategies and play a critical role in the development and implementation of IEPs.

To maintain a high standard of service delivery, BayTech ensures that its special education staff participate in ongoing professional development. Training focuses on disability-specific strategies, evidence-based interventions, and best practices for supporting students in a variety of instructional settings. This commitment to continuous learning enables staff to effectively support diverse learners and foster their academic and social success.

Least Restrictive Environment

BayTech is deeply committed to the principle of educating students with disabilities in the Least Restrictive Environment . This foundational philosophy emphasizes that students with disabilities should learn alongside their non-disabled peers to the greatest extent appropriate. By fostering inclusive classrooms, BayTech provides opportunities for students with disabilities to engage in the same rigorous curriculum, social experiences, and extracurricular activities as their peers.

The decision to remove a student from the general education setting is made only when it is determined that their individual needs cannot be met in that environment, even with appropriate accommodations and supports. This approach ensures that all students receive an education that is both equitable and tailored to their unique circumstances.

BayTech employs a collaborative decision-making process through IEP teams, which include educators, specialists, parents, and other stakeholders. Together, they carefully evaluate each student's needs to determine the appropriate balance between inclusion and specialized instruction. This ensures that any removal from general education is purposeful, temporary when possible, and designed to provide the student with the tools and strategies they need to succeed.

Through its commitment to LRE, BayTech reinforces the belief that every student is a valued member of the Charter School community, deserving of an education that promotes both academic achievement and social integration.

Data Collection and Progress Monitoring

BayTech employs a comprehensive data collection and progress monitoring system to track the academic, behavioral, and social-emotional development of all students. This system ensures that interventions are data-driven and responsive to student needs.

Academic Data

Student academic progress is tracked through standardized assessments such as MAP and SBAC, as well as classroom-based assessments. These tools provide valuable insights into areas where students excel and where they need additional support. Teachers regularly analyze this data to inform instructional practices, tailor interventions, and set measurable academic goals.

Behavioral Data

Behavioral progress is monitored through office referrals, attendance records, and the outcomes of behavioral interventions. This data helps identify patterns or triggers that may be impacting a student's ability to learn and thrive in the Charter School environment. Teachers and staff use these insights to implement strategies that promote positive behaviors and reduce disruptions.

Social-Emotional Data

BayTech collects social-emotional data through student surveys, qualitative feedback, and observations from educators and counselors. This information provides a holistic understanding of each student's well-being and helps guide decisions about interventions or support services. By addressing social-emotional needs, BayTech ensures that students are prepared to succeed academically and socially.

Non-Public Placements/Agencies

For students whose needs cannot be fully addressed within the general education or BayTech's specialized education settings, BayTech collaborates closely with El Dorado SELPA to secure access to non-public placements or agency services.

Collaboration with SELPA

The SELPA facilitates the identification and arrangement of non-public placements for eligible students. These placements provide highly specialized programs and resources that may not be available within BayTech's offerings. The SELPA ensures that all non-public placements comply with state and federal laws, and that they align with the student's IEP goals.

BayTech and the SELPA work together to ensure seamless coordination of services, including transportation, communication with families, and progress monitoring. This partnership guarantees that students requiring non-public placements receive a FAPE in the LRE appropriate to their individual needs.

3. Support for Students who are Low-Achieving

BayTech is committed to providing equitable, data-driven support for students who are academically low-achieving, ensuring that every student has the opportunity to succeed. Using a robust MTSS framework, BayTech addresses the academic, social-emotional, and behavioral needs of all students. This tiered approach ensures that interventions are tailored to meet individual needs through continuous progress monitoring, dynamic instructional strategies, and the integration of diagnostic tools.

Interventions Framework

BayTech's MTSS framework is built on the principle of providing increasingly intensive levels of support to students based on their specific needs. Interventions are informed by Exact Path diagnostic assessments and classroom-based evaluations, which identify gaps in learning and allow for timely and targeted responses. These tools provide actionable data to inform instructional decisions, ensuring that each student receives the precise support they require.

Tier 1: Universal Instruction and Support
At the foundational level, BayTech implements high-quality, research-based instructional practices designed to meet the needs of most students within the general education setting. Universal supports include:

- **Differentiated Instruction**: Teachers use a variety of strategies to tailor instruction, incorporating interactive learning tools such as Google Classroom, hands-on activities, and scaffolded lesson plans.
- **Standards-Based Curricula**: BayTech ensures all classrooms employ rigorous, standards-aligned materials, supplemented by online platforms like Exact Path, which offer personalized pathways for student learning.

- **Inclusive Practices**: Universal supports include whole-class social-emotional learning SEL strategies and behavior reinforcement techniques to promote a positive learning environment for all students.

Targeted Interventions for Low-Achieving Students

Tier 2: Targeted Small-Group Interventions
Students identified as needing additional support are enrolled in Tier 2 interventions, which provide structured, small-group instruction focused on closing specific learning gaps. Tier 2 services include:

- **Reading and Math Interventions**: Exact Path's diagnostic data identifies students performing below grade level, and targeted programs address these gaps. For example:
    - **ELA Interventions**: Teachers employ evidence-based literacy programs that focus on decoding, fluency, and comprehension.
    - **Math Interventions**: Targeted instruction emphasizes foundational numeracy skills, problem-solving strategies, and correcting misconceptions in math.
- **Instructional Cycles**: Interventions are delivered in 6- to 8-week cycles, during which student progress is closely monitored using Exact Path benchmarks and formative assessments. Adjustments are made as needed based on data.
- **Push-In and Pull-Out Models**: Depending on student needs, support may be provided within the general education classroom (push-in) or in a dedicated intervention setting (pull-out).

Individualized Support Plans

For students requiring additional focus, BayTech collaborates with teachers and parents to create Student Improvement Plans ("SIP"). These individualized plans detail specific goals, strategies, and timelines to ensure student progress is measurable and achievable. SIPs include:

- Designated learning goals aligned with diagnostic data.
- Specific instructional modifications and accommodations.
- Clear benchmarks for evaluating progress.

Tier 3: Intensive, Individualized Interventions
Students who do not respond to Tier 2 supports are moved to Tier 3, which offers the most intensive level of intervention. These supports are customized to the individual and are closely aligned with findings from Exact Path diagnostics, teacher observations, and other relevant assessments. Tier 3 strategies include:

- **DBI**: Progress is analyzed weekly using Exact Path and classroom-based tools to adjust instructional methods and ensure alignment with student needs.
- **Specialized Programs**: Students may receive targeted support through additional programs designed for high-intensity intervention, such as:

    - **Reading Mastery for Literacy**: Focused on students with severe decoding and fluency challenges.
    - **Bridges Math Intervention**: Offers a structured approach to foundational math skills for students far below grade level.
- **Individualized Sessions**: Intervention specialists or special education teachers provide one-on-one instruction tailored to address specific skill deficits.
- **Behavioral and Social-Emotional Interventions**: For students facing challenges beyond academics, counselors integrate social-emotional learning strategies into intervention plans.

After-School and Tutoring Programs

BayTech extends its commitment to low-achieving students through comprehensive after-school and tutoring programs. These programs aim to reinforce skills learned during the school day and provide additional time for individualized support. Key components include:

- **Homework Clubs**: Small group settings where students receive guided assistance with assignments, promoting independence and skill mastery.
- **Subject-Specific Tutoring**: Focused sessions targeting specific areas of difficulty, such as reading comprehension or algebraic reasoning.
- **Parent Partnerships**: Parents are actively involved in the intervention process, with workshops and resources provided to support learning at home.

Progress Monitoring

BayTech employs a comprehensive approach to progress monitoring, ensuring that all interventions are effective and aligned with individual needs. Data is collected and analyzed regularly to measure growth and inform decision-making. Progress monitoring includes:

- **Exact Path Benchmarks**: Administered at the beginning, middle, and end of the academic year to track academic growth in math and reading.
- **Classroom-Based Assessments**: Teachers utilize formative and summative assessments to evaluate day-to-day progress.
- **Behavioral and SEL Data**: Office referrals, attendance records, and SEL surveys provide insight into non-academic factors affecting performance.

Customized Learning Pathways

BayTech's use of Exact Path enables customized learning pathways for each student, particularly those in Tier 3. Students engage with interactive, adaptive lessons that adjust based on their performance, ensuring continuous engagement and growth. For example:

- Students struggling with foundational literacy skills might work on phonics and vocabulary through structured practice modules.

- Math pathways might focus on core concepts such as fractions or geometry to address gaps identified by diagnostics.

Closing the Achievement Gap

BayTech's holistic approach to interventions reflects its mission to close the achievement gap and support all students in reaching grade-level proficiency. By combining rigorous data-driven strategies, innovative instructional tools, and strong family partnerships, BayTech ensures that every student has a pathway to academic success.

4. Support for Students Who Are High Achieving

BayTech is committed to ensuring all students, including high-achieving learners, are supported through a comprehensive, inclusive approach that addresses their academic, social, and emotional needs. High-achieving students benefit from tailored interventions, advanced coursework, and enriching extracurricular opportunities designed to foster their growth and achievement.

Multi-Tiered System of Supports for High Achievers

BayTech's MTSS framework ensures that high-achieving students receive targeted support and enrichment opportunities to maximize their potential. This structured, tiered approach allows for a dynamic and flexible response to individual needs:

- **Tier 1: Universal Supports**
  High-quality, differentiated instruction within the general education classroom provides all students, including high-achieving learners, with opportunities to engage with challenging content. Teachers employ strategies like flexible grouping, inquiry-based learning, and project-based assignments to extend learning.
- **Tier 2: Targeted Enrichment**
  For students needing more advanced challenges, small-group enrichment activities focus on skill-building and exploration in specific subjects, such as advanced mathematics, literary analysis, or creative problem-solving.
- **Tier 3: Individualized Acceleration**
  High-achieving students with exceptional aptitude or interest in specific areas can participate in personalized learning plans that include one-on-one mentorship, accelerated coursework, and independent study projects.

Academic Enrichment Opportunities

BayTech offers a variety of academic enrichment programs to meet the needs of high-achieving students and keep them motivated and engaged. These opportunities encourage exploration, critical thinking, and the pursuit of advanced skills:

- **AP Courses**
  Students can access rigorous, college-level courses that challenge them academically and

prepare them for higher education. AP classes allow students to earn college credit while still in high school.

- **Dual Enrollment**
  Through partnerships with local community colleges, students can take college courses that align with their academic interests and career goals.
- **Capstone Projects**
  High-achieving students are encouraged to undertake independent research or long-term projects in areas of personal interest. These projects develop critical thinking, creativity, and presentation skills.
- **Science Fairs and Exhibitions**
  Students have the opportunity to showcase their work in science and other academic fields through presentations and competitions, fostering a spirit of innovation and achievement.

Extracurricular and Community-Based Enrichment

BayTech recognizes the importance of well-rounded development and offers a variety of extracurricular activities that allow high-achieving students to explore their interests and build valuable skills:

- **Clubs and Organizations**
  Student-led organizations provide spaces for creativity, collaboration, and leadership. Examples include art clubs, student government, and cultural organizations.
- **Performing Arts**
  Students can participate in music, theater, and other performing arts programs to express themselves creatively and build confidence.
- **Community Service**
  Service-learning projects connect students to their local community, fostering civic engagement and responsibility.
- **Field Trips and Guest Speakers**
  Students engage with real-world experiences through visits to museums, colleges, and businesses, and they gain inspiration from guest speakers who share expertise from various fields.

Individualized Learning and College Readiness

BayTech prepares high-achieving students for future success by offering opportunities to pursue advanced studies while planning for college and career goals. These include:

- **Workshops and Seminars**
  Students participate in sessions focused on college applications, financial aid, career planning, and leadership development.
- **Internships and Career Exploration**
  BayTech's partnerships with local businesses and organizations provide students with hands-on experiences that align with their career aspirations.

- **Early College and Career Planning**
  Students work with counselors to develop a roadmap for their academic and professional futures, ensuring they are well-prepared for competitive college and career pathways.

Progress Monitoring and Parental Collaboration

BayTech closely monitors the progress of high-achieving students to ensure their needs are being met effectively. This includes regular assessment and collaboration with families:

- **Diagnostic Tools**
  Tools like Exact Path help track student growth and identify opportunities for further enrichment or acceleration.
- **Parent Involvement**
  Families are actively involved in developing individualized plans for high-achieving students. Regular meetings and progress reports keep parents informed and engaged.

5. Support for Students Who Are English Learners

Introduction and Vision

BayTech is deeply committed to fostering equitable opportunities for English Learners to develop the language proficiency and academic skills essential for lifelong success. This commitment reflects the school's belief that every student, regardless of their linguistic background, deserves access to a high-quality education that meets their unique needs and prepares them to thrive in an increasingly global society.

At BayTech, multilingualism is celebrated as a vital asset that enriches the entire school community. The diverse cultural and linguistic backgrounds of EL students are seen as strengths that enhance the educational experience for all. By valuing and leveraging these strengths, BayTech aims to create a learning environment where all students can achieve their full potential. This approach aligns with the school's broader vision of equity and inclusion, ensuring that EL students not only acquire English proficiency but also feel supported, respected, and empowered throughout their academic journey.

Core Priorities for Supporting English Learners at BayTech

1. Sociocultural Integration

BayTech is dedicated to fostering a learning environment that values and celebrates cultural diversity, ensuring that English Learners feel respected and supported as integral members of the school community. The Charter School prioritizes sociocultural integration by:

- **Creating Inclusive Environments:** Classrooms and schoolwide initiatives are designed to embrace and celebrate the cultural identities of EL students. Teachers and staff actively promote respect for diversity, ensuring that all students feel a sense of belonging.

- **Encouraging Collaboration:** Opportunities for meaningful interaction between EL and non-EL students are embedded into the Charter School culture. Group projects, peer mentoring programs, and collaborative activities help build mutual understanding, respect, and lasting connections among students from diverse backgrounds.
- **Celebrating Cultural Heritage:** BayTech integrates students' cultural backgrounds into the curriculum and extracurricular activities. Events such as cultural festivals, heritage fairs, and classroom projects highlight the traditions, languages, and histories of EL students, enriching the educational experience for everyone.

2. Language Proficiency

BayTech's approach to developing English language proficiency is grounded in evidence-based strategies that support both social and academic language skills. The Charter School is committed to ensuring that EL students build the linguistic foundation necessary to succeed in all areas of their education. Key elements of this priority include:

- **Research-Based Instruction:** Teachers employ proven methods for language acquisition, focusing on listening, speaking, reading, and writing skills. These strategies are tailored to help students master both conversational English and the academic language required for success in subjects like math, science, and history.
- **Integrated and Contextualized Learning:** Language instruction is seamlessly integrated with grade-level content, enabling EL students to build language skills while mastering academic concepts. For example, thematic lessons link vocabulary and grammar development to specific subject areas, making language learning meaningful and relevant.
- **Personalized Learning Through Technology:** BayTech leverages adaptive learning tools, such as ESL ReadingSmart, to provide personalized language practice. These technologies offer immediate feedback, allowing students to progress at their own pace while addressing individual areas of need.

3. Holistic Academic Support

Recognizing that language acquisition is only one part of an EL student's educational journey, BayTech provides comprehensive academic support to ensure ELs can thrive in rigorous, grade-level standards. This support is tailored to address the unique needs of each student through:

- **Differentiated Instruction:** Teachers use flexible strategies to meet EL students at their current levels of proficiency, providing appropriate challenges and scaffolds to help them achieve academic success. This includes the use of visual aids, sentence starters, and other tools to make complex concepts accessible.
- **Scaffolded Learning:** Instructional scaffolding ensures that EL students can engage with challenging material while gradually developing the skills and confidence needed for independence. Teachers break down lessons into manageable steps, providing guided practice before moving to independent tasks.

- **Frequent Assessment and Tailored Interventions:** BayTech conducts regular formative and summative assessments to monitor student progress. These assessments inform data-driven instructional decisions, allowing teachers to implement targeted interventions that address specific gaps in learning.
- **Professional Development for Teachers:** BayTech invests in ongoing training for its educators, equipping them with strategies like Specially Designed Academic Instruction in English. These approaches help teachers create inclusive classrooms where EL students can access the curriculum while simultaneously building their language skills.

Through these core priorities—sociocultural integration, language proficiency, and holistic academic support—BayTech ensures that EL students are empowered to succeed both academically and socially, preparing them for future success in a diverse and dynamic world.

Identification, Designation, and Notification Process for English Learners

BayTech ensures that English Learners are accurately identified, appropriately designated, and that families are promptly and effectively informed, in full alignment with Education Code. This process guarantees that EL students receive the support they need to succeed academically and linguistically.

Initial Identification

The initial identification process begins with the Home Language Survey (HLS), which is completed by families upon a student's initial enrollment in a California public school. The survey is designed to identify whether a language other than English is spoken at home, signaling the potential need for additional English proficiency assessment.

- **Purpose of the HLS:** The HLS determines whether a student may require support as an EL.
- **Legal Alignment:** In compliance with Education Code Section 313(a), the HLS ensures that no student requiring language support is overlooked.

If the HLS indicates that a language other than English is spoken at home, the student is assessed using the ELPAC Initial Assessment ("IA"):

- **Purpose of the ELPAC IA:** The IA evaluates students' skills in listening, speaking, reading, and writing to determine their initial English proficiency level.
- **Proficiency Levels:** Students are categorized as:
    - **English Learners:** Levels 1 (Novice English Learner) or 2 (Intermediate English Learner).
    - **Initially Fluent English Proficient ("IFEP"):** Level 3 (demonstrates sufficient proficiency to succeed without additional language support).
- **Timeliness:** The ELPAC IA is administered within 30 calendar days of enrollment or up to 60 days before the start of the school year (after July 1), ensuring timely identification as required by Education Code Section 60810.

- **Local Scoring:** Speaking and writing portions of the IA are scored locally to provide faster results for immediate instructional planning.

Ongoing Assessment for Designated ELs

For students designated as ELs, BayTech conducts annual evaluations using the Summative ELPAC ("SA"):

- **Purpose of the ELPAC SA:** The SA measures student progress in English language development across four domains: listening, speaking, reading, and writing.
- **Proficiency Levels:**
    - **Level 1:** Minimally developed proficiency.
    - **Level 2:** Somewhat developed proficiency.
    - **Level 3:** Moderately developed proficiency.
    - **Level 4:** Well-developed proficiency.
- **Annual Testing Window:** The ELPAC SA is administered between February 1 and May 31 each year, as mandated by Education Code.

The results of the ELPAC SA are used to:

- Track each student's progress toward fluency.
- Inform program placement and instructional adjustments.
- Evaluate readiness for RFEP.

Designation Criteria

BayTech designates students based on their ELPAC IA and SA results:

- **ELs:** Students scoring at Levels 1 or 2 on the ELPAC IA are designated as ELs and require language support services.
- **IFEP:** Students scoring at Level 3 on the ELPAC IA are considered proficient and do not require additional language support.
- **Ongoing Monitoring:** Designated ELs continue to take the ELPAC SA annually until they meet reclassification criteria.

Parent Notification

BayTech prioritizes clear and accessible communication with parents or guardians regarding their child's English proficiency status and educational placement. Notifications include:

- **Annual Updates:**
    - The student's English language proficiency level and how it was assessed.
    - Official language classification (EL or IFEP).
    - Placement in instructional programs, along with progress expectations.
    - Reclassification criteria and expected timeline for program exit.

    - Adjustments to instructional programs for ELs with disabilities, ensuring alignment with IEPs as required by Education Code Section 56345.

- **Preferred Language Communication:**
    - Notifications are provided in the family's preferred language whenever possible, ensuring accessibility and understanding, in compliance with Education Code Section 48985.

- **Parent Engagement:**
    - Families are invited to discuss placement decisions and participate in the development of their child's educational plan.
    - Resources and workshops are offered to help parents support their child's language development at home.

English Language Development Program Overview

BayTech's ELD program seamlessly combines Designated ELD and Integrated ELD to provide a comprehensive framework for English Learners. This dual approach ensures that students receive targeted language instruction while simultaneously developing their English proficiency within the context of core academic content. The program's alignment with the California ELD Standards ensures that instruction is rigorous, standards-driven, and tailored to the diverse needs of ELs at all proficiency levels.

Alignment with California ELD Standards

BayTech's ELD program adheres to the California ELD Standards, which provide a structured pathway for ELs to progress in their language development. These standards emphasize the integration of language acquisition with academic learning, fostering students' ability to access grade-level content across subjects.

- **Proficiency Levels:**
    - Instruction is designed to meet the unique developmental needs of students at the Emerging, Expanding, and Bridging proficiency levels.
    - Lessons are scaffolded to help students gradually advance toward fluency, ensuring they build foundational skills before mastering more complex language structures.

Integration of Language Development with Academic Content

BayTech's ELD program emphasizes contextualized learning by embedding language development within academic subjects. This approach ensures that ELs acquire English proficiency in tandem with mastering grade-level content.

For example:

- **Emerging Level:** Students focus on basic sentence structures and foundational vocabulary within academic subjects. In science, this might include identifying needs of a plant (e.g., "The plant needs water.").
- **Expanding Level:** Instruction incorporates descriptive language and the construction of compound or complex sentences, enabling students to express relationships between ideas (e.g., "The plant requires water and sunlight to grow.").
- **Bridging Level:** Advanced instruction integrates subject-specific vocabulary and higher-order discourse, empowering students to engage in analytical discussions and write about concepts like photosynthesis (e.g., "Photosynthesis is the process by which plants convert sunlight into energy.").

Focus on the Four Domains of Language

BayTech's ELD instruction explicitly targets the four key domains of language: Listening, Speaking, Reading, and Writing. These domains are developed through activities that are purposefully designed to integrate and reinforce comprehensive language skills.

- **Listening:** Students participate in interactive lessons, discussions, and multimedia presentations that enhance auditory comprehension.
- **Speaking:** Structured opportunities for academic conversations, such as think-pair-share and group discussions, encourage oral language development.
- **Reading:** Lessons incorporate texts aligned with both language proficiency levels and academic standards, ensuring students improve decoding, fluency, and comprehension skills.
- **Writing:** Students engage in journaling, structured essay writing, and creative tasks, developing their ability to articulate ideas clearly and effectively.

By combining Designated ELD, which focuses on targeted language instruction, with Integrated ELD, which embeds language development into core subjects, BayTech's program provides a holistic and equitable learning environment. This integrated approach not only prepares ELs for academic success but also empowers them to thrive socially and culturally within the BayTech community and beyond.

Integrated ELD Program Overview

BayTech employs research-based strategies to create an engaging and effective learning environment for ELs. These strategies are embedded in every classroom and tailored to the unique needs of EL students.

1. Embedding Language Objectives

- **Purpose:** Ensure every lesson targets specific language skills in addition to content goals.
- **Implementation:**
    - Teachers define explicit language objectives for each lesson, focusing on academic vocabulary, syntax, and discourse.

    - Examples include:
        - **Math:** Learning to explain problem-solving processes using sequential vocabulary (e.g., “first,” “next,” “then”).
        - **Science:** Describing cause-and-effect relationships (e.g., “If X happens, then Y occurs”).
        - **Social Studies:** Constructing arguments using evidence from texts (e.g., “According to the document…”).

2. Collaborative Learning

- **Purpose:** Develop speaking, listening, and interpersonal skills through peer interaction.
- **Implementation:**
    - Teachers use collaborative structures, such as:
        - **Think-Pair-Share:** Students discuss answers with a partner before sharing with the class.
        - **Small-Group Projects:** Students work in teams to research, create, and present on academic topics.
        - **Discussion Protocols:** Guided conversations with sentence starters to promote academic discourse.
    - Activities are designed to encourage ELs to practice language skills in a low-pressure, supportive setting.

3. Multimodal Instruction

- **Purpose:** Engage diverse learning styles by incorporating visual, auditory, and kinesthetic elements into lessons.
- **Implementation:**
    - **Visuals:** Charts, graphs, diagrams, videos, and infographics provide visual context for complex concepts.
    - **Auditory Tools:** Podcasts, read-alouds, and recorded lessons enhance listening comprehension.
    - **Kinesthetic Activities:** Hands-on experiments, manipulatives, and interactive simulations help ELs connect abstract ideas to tangible experiences.

4. Real-World Applications

- **Purpose:** Make academic content meaningful and relevant by connecting lessons to real-life scenarios.
- **Implementation:**
    - **Thematic Projects:** Students investigate real-world problems (e.g., environmental issues) and present solutions, incorporating subject-specific language.
    - **Role-Playing:** Simulated scenarios, such as business negotiations or scientific debates, allow ELs to practice language in authentic contexts.

- **Community Connections:** Field trips, guest speakers, and service-learning projects expose students to practical applications of language and content knowledge.

Instructional Strategies

Simplified Language of Instruction

- **Purpose:** To ensure ELs can comprehend academic content while reducing cognitive overload caused by complex language structures.
- **Key Features:**
  - **Direct and Concise Communication:**
    - Teachers use short, straightforward sentences with a clear subject-verb-object structure.
    - Avoidance of passive voice, double negatives, and overly complex phrasing.
  - **Repetition of Key Concepts:**
    - Important ideas are reinforced through multiple repetitions in different contexts.
    - Critical vocabulary and terms are highlighted and reviewed regularly.
  - **Dual-Mode Instructions:**
    - Both verbal and written instructions are provided to cater to varied learning preferences.
    - Key points are often accompanied by visual aids or demonstrations.
  - **Real-Time Clarification:**
    - Teachers pause frequently to check for understanding and clarify concepts as needed.

Multimodal Learning

- **Purpose:** To engage diverse learning styles and create multiple pathways for ELs to access content.
- **Key Features:**
  - **Oral Activities:**
    - Class discussions, storytelling, and think-pair-share exercises develop speaking and listening skills.
    - Students practice academic discourse with structured prompts and guided conversation protocols.
  - **Visual Supports:**
    - Charts, infographics, and diagrams are integrated into lessons to help students visualize complex concepts.
    - Videos and slides with captions provide additional context and repetition.
  - **Auditory Tools:**
    - Listening exercises, such as podcasts or read-aloud sessions, enhance comprehension of spoken English.

        - Pronunciation practice is integrated using language software or teacher-guided drills.
    - **Kinesthetic Activities:**
        - Hands-on learning opportunities, such as experiments, role-playing, and physical models, allow ELs to engage actively.
        - Movement-based activities (e.g., acting out vocabulary words) support memory retention and language application.

Peer Support and Cooperative Learning

- **Purpose:** To leverage the social nature of learning and provide ELs with authentic opportunities for language practice.
- **Key Features:**
    - **Heterogeneous Groupings:**
        - ELs are grouped with peers of varying proficiency levels for collaborative tasks.
        - Advanced English speakers model fluent language use, providing natural scaffolding for ELs.
    - **Mentorship Opportunities:**
        - Older or more experienced students mentor ELs, offering guidance and encouragement while modeling academic language.
    - **Collaborative Projects:**
        - Group activities, such as problem-solving tasks or project-based learning, encourage teamwork and communication.
        - Structured roles within groups ensure that all students contribute meaningfully.
    - **Sentence Frames and Prompts:**
        - Teachers provide language supports, such as sentence starters, to facilitate effective peer interaction.

Frequent Writing Opportunities

- **Purpose:** To develop ELs' ability to express their ideas in written English across a variety of contexts.
- **Key Features:**
    - **Journaling:**
        - Daily writing prompts encourage self-expression and practice with sentence construction.
        - Journals allow for low-stakes exploration of ideas and language.
    - **Structured Essays:**
        - Writing assignments build skills in organizing ideas, constructing arguments, and using academic vocabulary.
        - Topics are often aligned with classroom content to provide relevance and context.

    - **Guided Editing Sessions:**
        - Teachers and peers provide constructive feedback on grammar, punctuation, and clarity.
        - Students are taught revision strategies, such as rephrasing sentences for precision or adding transitions for coherence.
    - **Diverse Writing Tasks:**
        - Assignments range from creative pieces (e.g., short stories, poetry) to analytical tasks (e.g., compare-and-contrast essays, research reports).

Scaffolded and Differentiated Instruction

- **Purpose:** To gradually build students' independence and confidence by providing the right level of support for each task.
- **Key Features:**
    - **Sentence Starters and Frames:**
        - Pre-written phrases and structured templates help ELs construct sentences and organize their thoughts.
        - For example, "I believe __ because __" or "The main difference between __ and __ is __."
    - **Modeling and Guided Practice:**
        - Teachers demonstrate expected outcomes (e.g., how to write a paragraph, solve a math problem) before students attempt tasks independently.
        - Students practice skills with teacher support before transitioning to individual work.
    - **Breaking Lessons into Manageable Steps:**
        - Complex tasks are divided into smaller, sequential activities to make them more approachable.
        - Checklists and timelines help students stay organized and track their progress.
    - **Flexible Grouping:**
        - Students are grouped dynamically based on their proficiency levels or specific learning needs.
        - Groups are adjusted regularly to reflect progress and ensure that all students are challenged appropriately.

Designated ELD Program Overview

BayTech's Designated ELD program provides targeted, small-group instruction specifically designed to develop the academic and social language skills of English Learners. By tailoring lessons to students' specific English proficiency levels, the Designated ELD program helps ELs progress through the California ELD standards, ensuring they acquire the linguistic tools necessary for academic success.

<u>Core Components of the Designated ELD Program</u>

1. **Targeted Small-Group Instruction:**
    - EL students are grouped by proficiency levels: Emerging, Expanding, and Bridging based on ELPAC results.
    - Group sizes are kept small to maximize individualized attention and interaction.
    - Instruction is delivered during a dedicated ELD block to ensure a focused environment.

2. **Dedicated Time for Language Development:**
    - Designated ELD instruction is a scheduled daily or weekly session, separate from general content instruction.
    - This ensures that EL students receive explicit, uninterrupted time to work on their language skills.

Instructional Targets

The Designated ELD program emphasizes explicit instruction in three key areas of language development:

1. Cognitive Tasks

- **Purpose:** Equip students with the ability to think critically and apply higher-order reasoning skills using English.
- **Focus Areas:**
    - Summarizing: Teaching students to distill key ideas from text or discussions.
    - Inferring: Helping students draw conclusions and interpret meaning beyond explicit information.
    - Cause-and-Effect Reasoning: Guiding students to articulate relationships between events or concepts.
    - Comparing and Contrasting: Enabling students to analyze similarities and differences between ideas, texts, or perspectives.
- **Implementation Strategies:**
    - Sentence starters and frames (e.g., "The main idea is…," "I think this because…").
    - Structured group discussions to practice explaining and defending ideas.
    - Scaffolded tasks that gradually increase in complexity to build confidence and competence.

2. Linguistic Elements

- **Purpose:** Build a strong foundation in English grammar, syntax, and academic language.
- **Focus Areas:**
    - Grammar: Teaching verb tense, subject-verb agreement, and proper sentence structure.
    - Morphology: Understanding word roots, prefixes, and suffixes to expand vocabulary.

    - Syntax: Constructing grammatically accurate and varied sentence types (e.g., compound, complex).
    - Academic Vocabulary: Introducing domain-specific terms and general academic words.
- **Implementation Strategies:**
    - Explicit grammar lessons with examples and guided practice.
    - Vocabulary-building exercises, including word maps and morphology charts.
    - Interactive games and activities, such as "Grammar Bingo" or matching exercises, to reinforce concepts.
    - Writing exercises that integrate newly learned linguistic elements.

3. Fluency-Building Activities

- **Purpose:** Foster confidence and proficiency in speaking, listening, reading, and writing in English.
- **Focus Areas:**
    - Oral Fluency: Practicing pronunciation, intonation, and conversational skills.
    - Listening Comprehension: Developing the ability to understand spoken English in various contexts.
    - Reading Fluency: Enhancing accuracy, speed, and expression in reading aloud.
    - Writing Fluency: Encouraging clear and structured written communication.
- **Implementation Strategies:**
    - Repeated reading exercises to improve fluency and confidence.
    - Role-playing scenarios to practice real-world conversations.
    - Interactive read-aloud sessions, where students listen and respond to prompts.
    - Structured peer feedback on written work to encourage revision and clarity.

<u>Instructional Strategies for Designated ELD</u>

1. **Differentiated Grouping:**
    - EL students are grouped by proficiency level, ensuring instruction is tailored to their specific needs.
    - Flexible grouping allows for adjustments based on ongoing assessments and student progress.
2. **Visual and Kinesthetic Supports:**
    - Charts, anchor texts, and graphic organizers help students visualize and organize language concepts.
    - Hands-on activities, such as using manipulatives or acting out scenarios, make abstract concepts more accessible.
3. **Interactive Techniques:**
    - Think-Pair-Share: Encourages collaborative learning and conversational practice.
    - Academic Conversations: Structured discussions using sentence stems and academic vocabulary.
    - Visual Aids: Flashcards, diagrams, and videos support comprehension and retention.

4. **Formative Assessments:**
    - Frequent checks for understanding through quizzes, exit tickets, and oral presentations.
    - Feedback is immediate, actionable, and focused on improving specific skills.

Monitoring and Reclassification Processes

Progress Monitoring

BayTech implements a structured and systematic approach to track the progress of English Learners to ensure they are making steady gains in language proficiency and academic achievement. The process is aligned with Education Code and incorporates multiple tools and collaborative reviews.

- **Monitoring Tools:**
    - **Exact Path Diagnostics:**
        - Administered multiple times per year to evaluate students' growth in English language proficiency and core academic skills.
        - Provides detailed, actionable data on student strengths and areas requiring intervention.
    - **California Assessment of Student Performance and Progress:**
        - Measures ELs' mastery of grade-level academic content in ELA, math, and other subjects.
        - Used to evaluate readiness for reclassification and alignment with state benchmarks.
    - **Classroom-Based Assessments:**
        - Regular formative assessments, including quizzes, presentations, and writing tasks, provide immediate feedback on student progress.
        - Teacher observations during classroom instruction offer qualitative insights into language use and comprehension.
- **Collaborative Review:**
    - **Biweekly Department and Grade Level Meetings:**
        - Teachers and the EL Coordinator meet to review data from Exact Path, CAASPP, and classroom assessments.
        - Discussions focus on identifying trends, addressing learning gaps, and refining instructional strategies.
    - **Goal-Setting and Intervention Planning:**
        - Individualized goals are established for EL students based on assessment data.
        - Targeted interventions are adjusted as needed to address areas of concern and accelerate progress.

Reclassification Criteria

The reclassification process follows the guidelines set forth by the California Department of Education ("CDE") to ensure EL students are prepared to succeed in mainstream instruction without additional language support.

- **Criteria for Reclassification:**
    - **ELPAC:**
        - Students must achieve an overall score indicating proficiency in listening, speaking, reading, and writing.
    - **Academic Performance:**
        - Demonstrated grade-level mastery in core content areas (e.g., ELA, math) through standardized assessments like CAASPP and classroom-based evaluations.
    - **Teacher Evaluations:**
        - Teachers provide input on the student's ability to participate in and comprehend grade-level instruction.
        - Evaluations include evidence of the student's ability to work independently and engage in academic discourse.
    - **Parent Consultation:**
        - Parents are invited to participate in the reclassification decision-making process.
        - Input is gathered on the student's readiness to transition and any additional support needs.

<u>Post-Reclassification Monitoring</u>

BayTech ensures that RFEP students are supported in their transition to mainstream instruction through ongoing monitoring for a minimum of four years, as required by Education Code.

- **Annual Evaluations:**
    - **Exact Path and CAASPP Assessments:**
        - RFEP students continue to participate in these assessments to track their academic growth and identify any areas requiring additional support.
    - **Classroom Performance Data:**
        - Teachers monitor student participation, comprehension, and engagement in core content classes.
        - Qualitative and quantitative data are reviewed to ensure sustained academic success.
- **Intervention Support:**
    - If RFEP students are found to be struggling in any area, targeted interventions, such as tutoring or small-group instruction, are implemented promptly.
    - The Response to Intervention model is utilized to adjust the level of support based on the student's specific needs.
- **Family Communication:**

    - Parents receive regular updates on their child's progress during the monitoring period.
    - BayTech hosts informational meetings and workshops to help families support RFEP students in maintaining academic achievement.

By adhering to these comprehensive monitoring and reclassification processes, BayTech ensures that EL students are fully prepared for academic success in mainstream instruction and beyond.

Supporting Long-Term English Learners ("LTELs") and At-Promise Students

BayTech employs a comprehensive monitoring and evaluation system to ensure the effectiveness of its ELD program. By integrating regular assessments, collaborative data reviews, and consistent communication with stakeholders, the program ensures that English Learners receive targeted, effective support tailored to their needs. The monitoring process focuses on student growth, instructional effectiveness, and overall program success.

At each Exact Path testing window, LTELs identified as close to reclassification are flagged for intensive support. These students receive both push-in and pull-out services, including targeted language instruction, writing development, and academic vocabulary support to accelerate their progress toward reclassification. This targeted intervention cycle ensures that high-leverage students are closely monitored and supported at critical moments throughout the academic year.

To support this, BayTech implements:

- **Proactive monitoring systems** using ELPAC performance data, reading levels, and academic benchmarks to track student progress toward reclassification.

- **Quarterly data reviews** in CARE team meetings to flag students showing limited growth in ELD or academic content.

- **Designated LTEL supports**, including targeted language instruction during ELD, additional small group literacy tutoring, and structured opportunities for oral language development across the curriculum.

- **Teacher coaching** on scaffolding and integrated ELD strategies to ensure access to rigorous content for LTELs.

- **Parent engagement**, including workshops on reclassification criteria and home strategies to support language development.

- **Summer acceleration through The Big Lift**, an intensive program that invites newcomers and LTELs to build English fluency and preview key academic content. This includes frontloading the next year's math course—for example, 8th graders engage in Jump Start to

Algebra—ensuring students enter the school year with enhanced language confidence and academic readiness.

Through early identification and targeted interventions, BayTech ensures that all English Learners—including LTELs—receive the necessary supports to thrive academically and transition successfully to reclassification.

Program Monitoring and Evaluation

BayTech employs a comprehensive monitoring and evaluation system to ensure the effectiveness of its ELD program. By integrating regular assessments, collaborative data reviews, and consistent communication with stakeholders, the program ensures that English Learners receive targeted, effective support tailored to their needs. The monitoring process focuses on student growth, instructional effectiveness, and overall program success.

Progress Tracking

- ***Regular Assessments:***
    - ELs' growth in language proficiency is measured through standardized tools such as the ELPAC and classroom-based assessments.
    - Teachers conduct formative assessments, including quizzes, exit tickets, and observation checklists, to evaluate student understanding in real-time.
    - Summative assessments, such as end-of-unit tests and projects, gauge ELs' ability to apply language skills in academic contexts.

- ***Continuous Instructional Adjustments:***
    - Assessment results are used to refine lesson plans, implement additional supports, and ensure students are progressing toward reclassification.
    - Teachers monitor content mastery and language acquisition during classroom activities like group discussions, collaborative projects, and writing exercises.

Collaborative Data Review

- ***Department and Grade Level Meetings:***
    - Grade-level teams and EL specialists meet biweekly to review EL progress and identify trends across classrooms.
    - Data discussions focus on sharing strategies, refining instructional approaches, and addressing challenges faced by ELs.
    - Collaborative review of both formative and summative data informs placement decisions and determines the need for interventions or supports.

- ***Instructional Refinement:***

    - Teachers use shared insights and strategies to enhance lesson delivery and improve student outcomes.
    - EL coordinators and instructional coaches support teachers in analyzing data and implementing adjustments.

Student Feedback

- ***Reflections on Learning:***

    - EL students are encouraged to reflect on their language and academic growth through structured activities like surveys and self-assessments.
    - Student feedback provides valuable insights into the effectiveness of instructional strategies and program design.

- ***Engagement and Voice:***

    - Teachers actively seek input from students to better understand their learning experiences and make improvements that address their specific needs.

Parent Communication

- **Progress Updates:**
    - Families receive regular updates on their child's language proficiency, academic achievements, and overall progress through detailed reports.
    - Summaries of assessment results, including ELPAC and classroom performance, are provided in the family's preferred language whenever possible.

- **Workshops and Resources:**
    - BayTech offers workshops to help parents understand assessment results, reclassification processes, and ways to support language development at home.
    - Bilingual materials and translators ensure accessibility for families, fostering a collaborative partnership in student success.

Teacher Training and Support for ELD Development

BayTech recognizes that the success of its ELD program depends on the capacity and expertise of its teachers. To this end, the Charter School provides a robust and ongoing system of professional development, collaboration, and resources to empower teachers to effectively deliver both Integrated and Designated ELD instruction. This comprehensive approach ensures that educators are equipped to meet the diverse needs of English Learners while maintaining alignment with the California ELD Standards.

Professional Development for ELD Strategies

BayTech offers ongoing professional development sessions to equip teachers with effective strategies for delivering high-quality ELD instruction. These sessions are designed to build teacher capacity in both Integrated and Designated ELD practices.

- **Training on Language Objectives:**
    - Teachers learn how to integrate language objectives seamlessly into their lesson plans across all subjects.
    - Workshops focus on selecting relevant vocabulary, sentence structures, and discourse practices tailored to academic content areas.
- **California ELD Standards Alignment:**
    - Teachers participate in workshops to deepen their understanding of the California ELD Standards and ensure instruction meets rigorous state expectations.
    - Training emphasizes how to scaffold instruction for ELs at varying proficiency levels (Emerging, Expanding, and Bridging).
- **Targeted ELD Techniques:**
    - Specific training in small-group instruction and the use of research-based strategies, such as scaffolded and differentiated instruction, ensures teachers are prepared to address the unique needs of ELs.

Collaboration with EL Specialists

BayTech fosters a collaborative teaching environment where general education teachers and EL specialists work together to support student success.

- **Co-Planning and Lesson Design:**
    - EL coordinators and instructional coaches collaborate with teachers to design lessons that integrate language objectives with academic content.
    - Teachers receive guidance on adapting instructional materials to support ELs' language acquisition and content mastery.

- **Modeling and Coaching:**
    - Specialists model effective ELD strategies, such as using sentence frames, graphic organizers, and visual aids to enhance comprehension.
    - One-on-one coaching sessions provide teachers with personalized support to refine their instructional practices.

- **Team Meetings:**
    - Regularly scheduled team meetings create opportunities for teachers to share best practices, discuss challenges, and refine instructional strategies.
    - Collaborative discussions focus on analyzing student data, setting goals, and implementing targeted interventions.

Assessment and Feedback

BayTech emphasizes the importance of formative assessments and feedback to ensure instruction is responsive to students' needs.

- ***Formative Assessments:***
    - Teachers use classroom-based assessments, such as writing prompts, oral presentations, and quizzes, to monitor ELs' progress in both language and content acquisition.
    - These assessments help identify areas where students may require additional support or scaffolding.

- ***Feedback and Instructional Adjustments:***
    - Teachers receive actionable feedback during coaching sessions and Department and Grade Level Meetings to adjust instruction as needed.
    - Continuous reflection and adjustment ensure that instructional approaches are meeting the goals of both Integrated and Designated ELD.

Resources and Tools for ELD Instruction

BayTech provides teachers with a variety of instructional tools and resources to enhance ELD instruction and promote student engagement.

- **Adaptive Learning Platforms:**
    - Teachers have access to technology tools such as ESL ReadingSmart, which provide personalized practice tailored to individual student needs.

- **Specialized Curricula:**
    - The Charter School supplies teachers with scripted lessons, sentence frames, and visual aids specifically designed for ELD instruction.

- **Instructional Resources:**
    - Resources like graphic organizers, anchor charts, and manipulatives help make abstract concepts tangible and accessible for ELs.

Through a combination of professional development, collaborative planning, and the provision of high-quality resources, BayTech ensures that its teachers are well-equipped to deliver a rigorous and supportive ELD program. This integrated system empowers educators to address the linguistic and academic needs of ELs, fostering their success both in and beyond the classroom.

Family Engagement

BayTech recognizes the vital role families play in the success of EL students and actively fosters partnerships with parents and guardians through inclusive, accessible, and collaborative initiatives.

Workshops

- **Content and Purpose:**
    - Workshops are designed to educate families about BayTech's EL programs, reclassification processes, and strategies to support language development at home.
    - Sessions include guidance on interpreting ELPAC results, navigating reclassification criteria, and leveraging digital tools like Lexia English for home-based learning.
- **Outcomes:**
    - Parents leave workshops with actionable strategies to reinforce their child's English language acquisition and academic growth.

Bilingual Resources

- **Accessible Communication:**
    - All communications, including progress reports, program details, and meeting invitations, are translated into families' preferred languages.
    - Translators are available for workshops, parent-teacher conferences, and advisory committee meetings to ensure clear and inclusive communication.
- **Parent Guides:**
    - Families receive bilingual guides with tips on supporting ELs with homework, understanding assessment results, and navigating school systems.

Advisory Committees

- **English Learner Advisory Committee ("ELAC"):**
    - ELAC serves as a platform for parents to provide feedback on BayTech's EL programs, ask questions, and participate in decision-making processes.
    - Committee members collaborate with staff to identify program strengths and areas for improvement, ensuring family voices shape EL support strategies.

Newcomer Support

BayTech is dedicated to meeting the unique needs of newcomer students, who often face significant linguistic, cultural, and social transitions. A targeted approach ensures these students feel welcomed and supported.

Targeted Interventions

- **Personalized Plans:**
    - Upon enrollment, newcomers are assessed for language proficiency and content knowledge. Personalized learning plans are developed to address individual needs.
- **Supplemental ELD Classes:**
    - Newcomer students receive targeted instruction in foundational English language skills, focusing on listening, speaking, reading, and writing.

Social and Emotional Support

- **Cultural Transition Activities:**
    - Social groups led by the Dean of Culture provide a safe space for newcomers to share experiences, build friendships, and adjust to their new environment.
    - Activities include discussions on cultural differences, navigating school systems, and celebrating cultural heritage.
- **Mentorship Programs:**
    - Peer mentors support newcomers in acclimating to BayTech's academic and social environment, offering guidance and encouragement.

Adaptive Learning Programs

- **Rosetta Stone English:**
    - This blended learning tool allows students to develop language skills at their own pace, offering personalized instruction and immediate feedback.
    - Progress is monitored to ensure newcomers are making consistent gains and receiving appropriate interventions as needed.

Evaluation of Program Effectiveness

BayTech continuously evaluates its EL program to ensure alignment with its mission, state standards, and the needs of students and families. This rigorous process drives improvements and ensures the program's success.

Key Metrics

- **Student Outcomes:**
    - ELPAC performance data tracks progress in listening, speaking, reading, and writing skills.
    - Reclassification rates are analyzed annually to ensure students transition to RFEP status appropriately.
    - Academic achievements, including Exact Path and CAASPP results, measure ELs' ability to meet grade-level standards.
- **Stakeholder Feedback:**
    - Surveys from parents, teachers, and students provide insights into program strengths and areas for enhancement.
    - ELAC meetings foster discussions on community perspectives and collaborative solutions.

Data Analysis

- **Annual Program Reviews:**
    - Comprehensive reviews of assessment data, instructional practices, and stakeholder feedback identify trends and gaps.

    - Recommendations for program adjustments are developed based on these findings.
- **Intervention Effectiveness:**
    - The success of targeted interventions is evaluated through progress reports and student performance metrics.

Integration into LCAP

- **Resource Allocation:**
    - Evaluation findings are incorporated into BayTech's Local Control and Accountability Plan ("LCAP") to prioritize funding for EL resources, professional development, and family engagement initiatives.
- **Goal-Setting:**
    - Data-driven insights inform the development of actionable goals aimed at improving student outcomes and program effectiveness.

Through these comprehensive processes, BayTech ensures that its EL program remains effective, equitable, and responsive to the needs of students, families, and the broader school community.

Goals and Actions in the State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities, schoolwide and for all numerically significant pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, is provided in our LCAP, which is submitted to the District annually, and is attached as Exhibit 1.

ELEMENT 2 (MEASURABLE PUPIL OUTCOMES) AND ELEMENT 3 (METHOD OF MEASURING PUPIL OUTCOMES)

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

BayTech measures its progress toward meeting pupil outcomes in academic achievement through a comprehensive system that integrates statewide summative assessments, local diagnostic measures, and continuous cycles of data analysis and improvement.

Annually, the Charter School administers all state-required assessments, including the Smarter Balanced Assessment Consortium (SBAC) for English Language Arts and Mathematics, the California Science Test (CAST) or California Alternate Assessments (CAA), the English Language Proficiency Assessments for California (ELPAC), and the College/Career Indicator (CCI) for high school students. These results are analyzed using the California School Dashboard's 5x5 Performance Grid, which evaluates both status and change to determine overall and subgroup performance levels. BayTech's target is to achieve or maintain a performance level of "Green" or demonstrate "High Growth" in each academic area, both schoolwide and for all numerically significant student subgroups.

To monitor progress throughout the school year, BayTech employs multiple interim and diagnostic assessments, including Exact Path Reading and Mathematics diagnostics administered each fall, winter, and spring. These measures provide real-time data on student growth and are used to adjust instruction and interventions as needed. Teachers also use common standards-aligned assessments, including unit exams, calibrated writing tasks, and performance-based projects, to monitor mastery of grade-level content between state testing windows.

Every six to eight weeks, instructional teams engage in Cycles of Inquiry to analyze disaggregated data by grade level and subgroup, identify focal students, and set short-term instructional goals. This process allows teachers to refine lesson plans, implement targeted supports, and measure the impact of instructional strategies on student learning. Students who are performing below grade level receive additional monitoring and support through BayTech's Multi-Tiered System of Supports (MTSS), which includes small-group instruction, adaptive technology, and individualized intervention plans.

BayTech also conducts regular reviews of subgroup performance, ensuring that English Learners, students with disabilities, socioeconomically disadvantaged students, and foster or homeless youth make measurable progress toward proficiency. These data reviews inform instructional planning, resource allocation, and professional development priorities.

Progress toward academic goals is reported annually through the California School Dashboard, the School Accountability Report Card (SARC), and the Local Control and Accountability Plan (LCAP). The BayTech Board of Directors reviews disaggregated academic data at least annually to assess performance trends and approve schoolwide improvement actions. Families receive

report cards and assessment summaries each marking period, and the authorizer receives aggregated data and annual reports in accordance with Education Code requirements.

Through this multi-measure, data-driven approach, BayTech ensures that instructional practices are continuously informed by evidence of student learning and that all students—particularly those in historically underserved subgroups—demonstrate measurable progress toward achieving academic proficiency and college and career readiness.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

A. MEASURABLE PUPIL OUTCOMES

1. BayTech Student Outcomes

BayTech provides a rigorous and comprehensive education that prepares students to excel academically, socially, and professionally while becoming engaged, informed, and responsible global citizens. The educational program is designed to enable all students to meet the following pupil outcomes:

Outcome 1: ELA Goals

- Students will demonstrate mastery of grade-level State Standards in ELA.

- Students will apply literacy skills, including analyzing non-fiction and expository texts, to all disciplines, such as math, science, and social studies.
- Students will critically evaluate literature to enhance their understanding of diverse perspectives and develop their ability to think critically and empathetically.
- Students will be prepared to excel in high school, college, and careers as proficient communicators and civic-minded individuals.

Outcome 2: ELD Goals

- Multilingual learners will meet or exceed annual English Language Proficiency growth targets as defined by the ELPAC.
- Students will progress through the Emerging, Expanding, and Bridging levels of proficiency, culminating in RFEP.
- Students will effectively engage in academic discourse, integrate academic vocabulary into their communication, and demonstrate language growth across all content areas.

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of grade-level State Standards in mathematics, preparing them for success in advanced high school courses, college, and STEM-related careers.
- Students will use conceptual understanding and logical reasoning to solve problems and analyze data.
- Students will communicate mathematical reasoning through written and verbal explanations.
- Students will apply mathematical concepts to real-world scenarios and collaborative problem-solving tasks.

Outcome 4: History/Social Science Goals

- Students will demonstrate mastery of grade-level State Standards in History/Social Science and literacy standards for historical analysis.
- Students will apply critical thinking to evaluate historical events and their impact on contemporary society.
- Students will cultivate an understanding of cultural diversity, democratic principles, and their constitutional heritage to become informed citizens capable of civic engagement.
- Students will develop empathy and self-awareness through studying history and social science.

Outcome 5: Science Goals

- Students will demonstrate mastery of grade-level State Standards in science, including the NGSS.

- Students will engage in scientific inquiry by formulating questions, conducting experiments, and analyzing data to draw evidence-based conclusions.
- Students will apply scientific concepts and skills to solve real-world problems and engineering challenges.
- Students will integrate mathematics into scientific exploration, fostering cross-disciplinary understanding.
- Students will appreciate the role of science in global innovation and use their knowledge to contribute to sustainability and technological advancement.

Outcome 6: Technology Goals

- Students will demonstrate mastery of ISTE and National Educational Technology Standards, including:
    - Creativity and Innovation
    - Communication and Collaboration
    - Research and Information Fluency
    - Critical Thinking, Problem-Solving, and Decision-Making
    - Digital Citizenship
    - Technology Operations and Concepts
- Students will use technology to communicate effectively, collaborate on projects, and conduct research.
- Students will master essential digital skills such as word processing, presentations, spreadsheets, and Google Drive operations.
- Students will develop proficiency in keyboarding and coding to support future academic and professional success.

Outcome 7: Visual and Performing Arts Goals

- Students will demonstrate mastery of grade-level California State Standards in Visual and Performing Arts.
- Students will engage in artistic pursuits to foster creativity, collaboration, and innovation.
- Students will apply artistic skills to core subjects such as ELA, science, and history/social studies to enhance interdisciplinary learning.

Outcome 8: P.E. Goals

- Students will demonstrate mastery of grade-level California State Standards in Physical Education.
- Students will develop an understanding of the relationship between physical activity, nutrition, and emotional well-being.
- Students will adopt lifelong fitness habits and identify at least one physical activity they enjoy and can pursue regularly.
- Students will demonstrate teamwork, perseverance, and sportsmanship through participation in individual and team-based physical activities.

Outcome 9: SEL Goals

- Students will develop self-awareness and self-management skills to achieve personal and academic success by:
    - Identifying and managing emotions.
    - Setting and working toward personal goals.
    - Recognizing personal strengths and seeking external supports when needed.
- Students will use social awareness and interpersonal skills to build and maintain positive relationships by:
    - Recognizing and respecting the perspectives of others.
    - Communicating effectively and constructively resolving conflicts.
    - Celebrating diversity and promoting inclusion in their communities.
- Students will demonstrate responsible decision-making skills by:
    - Evaluating ethical, safety, and societal factors in their choices.
    - Making responsible contributions to their school and broader community.

In accordance with Education Code Section 47605(c)(5)(B), BayTech's measurable pupil outcomes prioritize increased academic achievement both schoolwide and for all subgroups. The Charter School uses multiple data points and stakeholder input to ensure that goals remain meaningful and achievable, contributing to continuous improvement and long-term success. BayTech regularly examines and refines its measurable pupil outcomes to ensure they align with the school's mission, California state standards, and the evolving needs of its students. This dynamic approach ensures that every BayTech graduate is prepared for success in high school, college, and beyond.

2. Academic Measurable Pupil Outcomes ("MPOs")

The pupil outcomes outlined above reflect BayTech's commitment to academic excellence and holistic student development. To ensure these outcomes are achieved, BayTech employs a comprehensive system of metrics to evaluate student progress and achievement across all content areas. These metrics, which include standardized assessments, classroom performance, and growth indicators, provide actionable insights into the effectiveness of instructional practices and student success. The following table outlines the specific metrics BayTech uses to assess and monitor academic outcomes, ensuring alignment with state standards and the school's mission.

Figure 2.1 Academic MPOs

Category	Measure	Target
Student Proficiency in ELA	The California School Dashboard's 5x5 Student Performance Grid for ELA, which tracks student performance and growth on the SBAC assessment based on status and	Average student growth on SBAC will annually achieve a performance level of 'Green' or demonstrate 'High Growth', with a minimum annual target of no less than 'Low' performance, both overall and for all numerically

	change levels	significant student subgroups.
Student Proficiency in Mathematics	The California School Dashboard's 5x5 Student Performance Grid for Mathematics, which tracks student performance and growth on the SBAC assessment based on status and change levels	Average student growth on SBAC will annually achieve a performance level of 'Green' or demonstrate 'High Growth', with a minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.
Progress towards English fluency	% of EL Students improving at least one level on ELPAC (Dashboard English Learner Progress Indicators ("ELPI")) The California School Dashboard's ELPI, which tracks the progress of English learners toward English proficiency based on performance levels on the ELPAC assessment	Average student progress on the ELPI will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance, for the English Learner subgroup
College and Career Readiness	The California School Dashboard's College/Career Indicator ("CCI"), which tracks the readiness of high school students for postsecondary success based on multiple measures, including A-G completion, CTE pathway completion, AP performance, dual enrollment, and state test performance	Average student performance on the CCI will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.

3. Culture MPOs

In addition to academic growth, BayTech prioritizes cultivating a positive, inclusive, and engaging school culture that supports student well-being and prepares them for lifelong success. Metrics to evaluate school culture focus on measuring student engagement, attendance, social-emotional learning, and family satisfaction. These data points help BayTech assess its efforts in fostering a supportive learning environment where every student feels valued and empowered. The table below highlights the specific metrics used to monitor and enhance BayTech's school culture outcomes.

Figure 2.2 Culture MPOs

Category	**Measure**	**Target**
Graduation Rate	The California School Dashboard's Graduation Rate Indicator, which tracks the percentage of students who successfully complete high school within four years, based on cohort graduation data.	The school's graduation rate will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.
Student Satisfaction of School Culture	Student survey: % of students who feel safe and connected at school	100%
Family Satisfaction with School Culture	Parent Survey: % of parents satisfied with school safety and connectedness	90%
Average Daily Attendance	The Average Daily Attendance Rate, which tracks the percentage of enrolled students attending school on an average day, as publicly reported on Ed-Data	The school's average daily attendance rate will annually be maintained at 96% or higher, both overall and for all numerically significant student subgroups.
Chronic Absenteeism	The California School Dashboard's Chronic Absenteeism Indicator, which tracks the percentage of students who are absent 10% or more of the school year	The school's chronic absenteeism rate will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.
Suspension Rate	The California School Dashboard's Suspension Rate Indicator, which tracks the	The school's suspension rate will annually achieve a performance level of 'Green' or higher, with a

	percentage of students who are suspended at least once during the school year	minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.
Expulsion Rate	The Expulsion Rate, which tracks the percentage of students expelled during the school year, as publicly reported on Ed-Data	The school's expulsion rate will annually be maintained at 0%, both overall and for all numerically significant student subgroups.

B. ANNUAL ACADEMIC GOALS ALIGNED TO STATE PRIORITIES

In compliance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), BayTech has established annual goals, actions, and measurable outcomes, both schoolwide and for reach subgroup of pupils, in and aligned with the Eight State Priorities outlined in Education Code Section 52060(d). These goals are designed to ensure continuous improvement in student outcomes, both schoolwide and for each numerically significant subgroup of pupils, as defined in Education Code Section 52052(a)(2).

A reasonably comprehensive description of BayTech's goals, actions, and outcomes is on file with the District and is also available in Exhibit 1 - LCAP, which is incorporated into this charter. Additionally, Figures 23 and 24 summarize the key components of the LCAP, including metrics and measures aligned with the California School Dashboard and Local Control Funding Formula ("LCFF") Evaluation Rubrics.

1. Annual LCAP Planning Process

BayTech has identified three long-term core goal areas, each supported by measurable annual outcomes, actions, and services to promote student success. These goals are aligned with the state's Eight State Priorities and the California Accountability System. The goals, metrics, and actions are reviewed and updated annually as part of the LCAP process to reflect progress, address evolving needs, and align with state requirements.

BayTech sets ambitious yet achievable goals to ensure measurable academic growth for all students, including subgroups, focusing on ELA, mathematics, science, and social studies. BayTech's goals prioritize the implementation of standards-aligned curricula and instructional practices that support mastery of grade-level content. The charter School integrates metrics from the California Accountability System to assess progress and inform instructional strategies.

Specific goals are set to address the needs of numerically significant subgroups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. BayTech

focuses on eliminating achievement gaps and promoting equitable access to rigorous academic programs and support services.

BayTech engages families, the Board of Directors, and other stakeholders in developing and refining its LCAP through structured feedback opportunities, public meetings, and collaborative planning sessions.

2. LCAP Goals Aligned to State Priorities

The following tables provide an additional reasonably comprehensive description of BayTech's three primary LCAP goals and their alignment with the Eight State Priorities. Each table illustrates how BayTech's goals address the State Priorities through specific actions, measurable outcomes, and targeted services. This alignment ensures a comprehensive approach to fostering student academic success, enhancing engagement and connectedness, and promoting a safe and supportive learning environment. By systematically addressing these priorities, BayTech demonstrates its commitment to delivering a high-quality educational experience for all students.

Figure 2.3 Goal Alignment with Eight State Priorities

	P1: Basic Conditions of Learning	P2: Implementa-tion of State Standards	P3: Parental Involvement	P4: Pupil Achievement	P5: Pupil Engagement	P6: School Climate	P7: Course Access	P8: Other Pupil Outcomes
Goal 1 - Provide rigorous instruction customized to challenge and meet the needs of all students to prepare them with 21st-century college and career-ready skills.	X	X		X			X	X
Goal 2 - Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement.		X	X		X			
Goal 3 - Provide an attractive, clean, safe, and inviting place for the Charter School community so students feel socially and emotionally supported and have a secure learning environment free from	X		X			X		

physical, emotional, and digital harassment.								

Figure 2.4 Goals, Outcomes, Actions, and Alignment to State Priorities

Goal 1: Rigorous Instruction	
Goal & Alignment	**Outcomes**
Goal 1: Provide rigorous instruction customized to challenge and meet the needs of all students to prepare them with 21st-century college and career-ready skills. This work is aligned with the following State Priorities: **State Priority #1 - Basic Services** The degree to which teachers are appropriately assigned (Education Code §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)) **State Priority #2 - Implementation of State Standards** Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. **State Priority #4 - Student Achievement** Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC, and the English learner reclassification rate. **State Priority #7: Course Access** The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services	❖ 100% of teachers are fully credentialed and appropriately placed (CTC) ❖ 100% of students have access to Standards-Based Instructional Materials for use at home and school (School Accountability Report Card ("SARC")) ❖ 100% of students meeting growth targets on Exact Path math and reading tests (6-12) ❖ Average ELA and Math SBAC student growth will reach 'Green' annually or demonstrate 'High Growth' (Dashboard 5x5 SBAC) overall and for all significant subgroups. ❖ 50% meeting or exceeding standards on CAST overall and for all significant subgroups. ❖ 100% of graduates meeting UC/CSU entrance requirements ❖ College and career readiness will reach 'Green' or demonstrate 'High Growth' (Dashboard CCI) overall and for all significant subgroups. ❖ 100% enrollment in courses required by the state for middle and high school ❖ 25% of students participating in dual enrollment courses ❖ EL students improving at least one ELPAC level will reach 'Green' or demonstrate 'High Growth' (Dashboard ELPI). ❖ 15% EL Reclassification rate

developed and provided to individuals with exceptional needs. **State Priority #8: Other Pupil Outcomes** Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.	

Actions

1.1 Curriculum and Instruction

- Provide standards-aligned curriculum and instructional materials to all students.
- Implement a school-wide Reading for Comprehension program with common strategies across teachers to improve literacy outcomes.

1.2 English Language Development

- Implement a structured English Immersion program for English learners.
- Provide professional development for all teachers on language acquisition strategies and AVID Excel techniques.
- Deliver Integrated ELD in core classes and explicit instruction in English language development, including reading, writing, oral language, academic vocabulary, and college readiness skills.
- Assign additional staff to support students new to the United States in regular classrooms and targeted settings.

1.3 Multi-Tiered System of Support

- Offer after-school tutoring and Saturday School biweekly for additional academic support.
- Partner with UC Berkeley to provide tutors during and after school and on Saturdays.
- Utilize Exact Path reading and math assessments to tailor personalized instruction.
- Conduct daily interactive reading periods to enhance fluency and comprehension.
- Provide Eagle Period small-group instruction supported by adaptive technology.
- Lower teacher-student ratios through teacher aides.
- Facilitate an Advanced Reading class for students scoring far below grade level in reading.
- Engage students in individualized goal-setting based on assessment data in collaboration with teachers or staff.

1.4 Adaptive Online Resources

- Integrate adaptive technology, such as Exact Path, IXL, and NoRedInk, to provide personalized reading and math learning aligned to each student's academic level.
- Utilize assistive technology to maximize academic growth for low-income students, English Learners, and Foster Youth.

1.5 College Preparatory Program

- Employ a full-time college and career counselor to develop individualized academic plans and ensure high school students are on track for graduation and college readiness.
- Conduct initial counselor meetings with 8th-grade students to preview high school expectations and create a 4-year plan.

- Offer credit recovery opportunities and a full summer school schedule to maintain A-G compliance for graduating seniors.
- Provide enrichment opportunities, including college visits, Annual College Night, and ASVAB testing for career planning.
- Deliver graduation coaching and academic monitoring for 11th- and 12th-grade students.

1.6 Broad Course of Study

- Enroll all students in diverse courses, including Arts, Technology, Leadership, Health, and Physical Education, to ensure exposure to a broad and well-rounded curriculum.

1.7 Professional Development and Coaching

- Organize a comprehensive summer professional development program with internal and external training opportunities for staff.
- Conduct two weeks of pre-semester preparation, including curriculum planning, orientation sessions, and cross-curricular meetings.
- Facilitate ongoing professional development throughout the school year on curriculum implementation, differentiation strategies, and social-emotional learning.
- Provide instructional coaching and BTSA support for new teachers to enhance teaching efficacy and professional growth.

Goal 2: Student Engagement	
Goal & Alignment	**Outcomes**
Goal 2 - Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement. This work is aligned with the following State Priorities: **State Priority #2 - Implementation of State Standards** Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. **State Priority #3 - Parental Involvement** Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools and how the Charter School	❖ 98% Cohort Graduation rate (Dashboard) ❖ 1% HS Drop Out Rate ❖ 96% Attendance rate ❖ Chronic absenteeism will reach 'Green' or demonstrate 'High Growth' (Dashboard Chronic Absenteeism Indicator) overall and for all significant subgroups. ❖ 100% of staff trained in using adopted programs, instructional strategies, and communication in virtual and on-site training. ❖ 75% of parents participating in parent education events, school events, and activities ❖ 12 family engagement events minimum per year

will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs. **State Priority #5 - Student Engagement** Pupil engagement, as measured by school attendance and chronic absenteeism rates.	❖ 75% of parents involved in school activities (Orientations, Parent Teacher Conferences, Parent Club Meetings) ❖ 10% of parents are involved in decision-making (School Site Council, ELAC, Surveys, etc.)

Actions

2.1 Attendance Initiatives

- Clearly communicate attendance policies to students and families before and during the Charter School year.
- Incentivize attendance and punctuality through point systems for students arriving on time in dress code.
- Assign staff to call families when students are absent.
- Send letters to families of students with multiple absences.
- Conduct home visits or hold family meetings to identify and address barriers to consistent attendance.
- Provide transportation for students with chronic absenteeism.

2.2 Parent Engagement

- Host parent education and engagement events to support low-income and EL families in gaining college-related and technological knowledge.

2.3 Communication

- Distribute the "Middle Years" newsletter for middle school parents.
- Organize SPED transition meetings to guide families transitioning from district programs.
- Use communication tools such as Apptegy, Parent Square, and Aeries Parent Portal for texts, emails, robocalls, and online enrollment.
- Share positive updates with families through postcards and "good news" phone calls.
- Provide translation services through office staff for non-English-speaking families.
- Maintain active school communication on social media platforms like Instagram, Facebook, and X via a designated Social Media Representative.

2.4 Student Engagement

- Offer supplemental transportation for school events and activities.
- Provide diverse extracurricular options, including sports, clubs, and after-school programs.
- Organize enriching field trips to museums and shows.
- Celebrate cultural history months (e.g., Black History, Hispanic Heritage, Middle Eastern Heritage).
- Foster school spirit through events like Spirit Week and talent shows.
- Recognize student achievements through awards ceremonies and Honor Roll events.
- Arrange special experiences like Grad Night.

- Implement a Peer Mentoring program pairing high school mentors with middle school mentees.

Goal 3: Community & Culture	
Goal & Alignment	**Outcomes**
Goal 3 - Provide an attractive, clean, safe, and inviting place for the Charter School community so students feel socially and emotionally supported and have a secure learning environment free from physical, emotional, and digital harassment. This work is aligned with the following State Priorities: **State Priority #1 - Basic Services** The degree to which teachers are appropriately assigned (Education Code. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (Education Code §17002(d)) **State Priority #3 - Parental Involvement** Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs. **State Priority #6. - School Climate** School climate, as measured by all of the following, as applicable: ❖ Pupil suspension rates ❖ Pupil expulsion rates	❖ Suspension rate will reach 'Green' or demonstrate 'High Growth' (Dashboard Suspension Rate Indicator) overall and for all significant subgroups. ❖ 0% Expulsion Rate ❖ Student survey: 100% of students who feel safe and connected at school ❖ Parent Survey: 90% of parents are satisfied with school safety and connectedness ❖ Staff Survey: 95% of staff satisfied with school safety and connectedness ❖ 100% compliance on Site Inspections (SARC)

❖ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	

Actions

3.1 Daily Anchoring Program

- Implement a schedule that integrates social-emotional learning, individualized instruction, and calming activities to prepare students for the school day.
- Pillar 1: Launch a school-wide reading program where students read books from the Stanford Reading Book List and "Developing Character through Literature" during breakfast (grades 6–8) or extended first period (grades 9–12).
- Pillar 2: Utilize adaptive technology tailored to student levels (not age groups) for English and Math instruction after lunch.
- Pillar 3: Conduct an "Eagle Take-Off" period to reset and promote calmness and serenity, as well as individualized support and enrichment through programs such as Exact Path.

3.2 BayTech Bridge Program

- Offer a two-week summer Bridge Program for incoming sixth and seventh graders to focus on:
    - Team-building activities.
    - Enrichment opportunities.
    - High school students serving as camp leaders.
    - Diagnostic testing, orientation, and school tours.
    - Field trips.
    - Study skills and scholar expectations.

3.3 Social Emotional Support

- Provide comprehensive mental wellness and safety resources, including:
    - Access to a school psychologist.
    - A CARE Team to address student well-being.
    - Staff mentors to offer students a trusted adult for communication.
    - The "Stop It" program for two-way communication about suicide prevention and bullying reports.
    - GoGuardian software for web filtering, content monitoring, and alerts for at-promise students.
    - A puberty education program.
    - Resources to support Foster and Homeless Youth.

3.4 Behavioral Supports

- Communicate behavioral expectations for middle school students through:
    - Standardized posters detailing BayTech behavior expectations, positive discipline charts, and choice reminders.
    - Proactive staff supervision strategies to defuse escalating behaviors.
- Enhance responses to reduce suspensions by offering:
    - Mental health support, counseling, and conflict mediation.
    - Home visits and detention alternatives.

3.5 Health and Safety

- Provide access to a school nurse and additional health services through community partnerships.
- Employ a Chief Operations Officer to oversee campus facilities maintenance and improvements.

3. LCAP Review and Revisions

BayTech's goals, outcomes, metrics, and actions are revisited and revised annually as part of the LCAP process. This process includes:

- **Annual Updates:** Changes made to goals, outcomes, metrics, or actions will be documented in the annual LCAP update, including a detailed analysis of progress and alignment with the LCFF Evaluation Rubrics.
- **Alignment with the California School Dashboard:** Revisions necessary to maintain alignment with evolving state requirements and accountability frameworks shall not be considered a material revision to the charter but will be submitted to the authorizer annually in compliance with Education Code Sections 47604.33 and 47606.5.
- **Community Engagement:** BayTech actively seeks input from its school community to ensure that goals reflect student needs and align with the Charter School's mission.

A. SUMMARY

BayTech will meet all statewide standards and administer student assessments as required by Education Code Section 60605 and other applicable state and federal laws. The Charter School will ensure alignment with the requirements for non-charter public schools, as outlined in Education Code Section 47605(d)(1).

To evaluate student progress, BayTech will administer all state-mandated assessments, including:

- CAASPP: Utilizing the SBAC for English Language Arts and Mathematics.
- California Science Test ("CAST"): Measuring student achievement in science for eligible grade levels.
- California Alternate Assessments ("CAA"): For students with significant cognitive disabilities as designated in their IEPs.
- Physical Fitness Test ("PFT"): Assessing physical education benchmarks for eligible grade levels.
- ELPAC: Measuring English proficiency for multilingual learners.

BayTech will also comply with all federal assessment and accountability requirements under the Every Student Succeeds Act to ensure transparency and equity in reporting student progress.

A detailed description of the assessments utilized in BayTech's educational program is included in Exhibit 1 - LCAP. These assessments are designed to align with the Eight State Priorities, providing multiple measures of student performance across all subject areas. Furthermore, BayTech affirms that its methods for measuring pupil outcomes, as outlined in the LCAP, will align with reporting requirements on the SARC in accordance with Education Code Section 47605(c)(5)(C).

B. THEORY OF ACTION ON ASSESSMENTS

BayTech is committed to supporting teachers in delivering high-quality instruction that enables students to master grade-level content standards. The Charter School firmly believes that effective teaching, combined with a strong culture of assessment, drives significant student learning and performance across a variety of assessment methods.

Purpose and Benefits of Assessments:
BayTech's approach to assessments is grounded in the principle that ongoing evaluation informs teaching, learning, and family engagement. Through a robust and reflective data-driven practice:

- Teachers can tailor instruction to address individual student needs, refine lesson design, and work toward achieving measurable pupil outcomes.
- Students can actively monitor and reflect on their progress toward learning goals, fostering a sense of ownership and accountability for their academic growth.
- Families gain insights into their child's strengths and areas for improvement, empowering them to support their child's learning journey at home effectively.

Assessment as a Continuous Process:
At BayTech, assessment is not limited to formal or scheduled activities. Instead, it is an ongoing process that includes:

- Observation of student learning in real-time.
- Teacher and student reflection on progress and challenges.
- Analysis of student work to identify strengths and gaps.
- Collaborative discussions between teachers and students to deepen understanding.
- A combination of formal and informal testing to measure performance and mastery.

Capturing Comprehensive Data:
BayTech prioritizes collecting and analyzing data from multiple sources to provide a holistic view of student progress. By leveraging this information:

- Instructional support staff can make informed decisions about intervention strategies.
- Students are equipped with actionable feedback to guide their learning.
- Families have clear, accessible information to partner with the Charter School in promoting student success.

This comprehensive approach ensures that all stakeholders—teachers, students, and families—are actively engaged in the learning process, contributing to a supportive and outcomes-oriented educational environment.

C. MULTIPLE MEASURES

BayTech utilizes a comprehensive assessment system designed to ensure that all students demonstrate consistent and measurable progress toward academic goals. By employing multiple assessment tools and methods, BayTech provides a clear framework for monitoring student progress, guiding instruction, and supporting targeted interventions.

Purpose of the Assessment System:
Our assessment system ensures that:

- All students are tracked for adequate and consistent progress toward measurable outcomes.

- Teachers have actionable data to inform instruction and adapt lesson plans to meet diverse learning needs.
- Administrators can oversee student achievement trends, identify areas for improvement, and allocate resources effectively.

Content-Specific and Supplemental Assessments:
Teachers regularly integrate additional assessments tailored to their specific content areas. These assessments allow educators to:

- Address subject-specific learning goals and standards.
- Gain deeper insights into student understanding and mastery within their disciplines.
- Adjust teaching strategies to ensure alignment with curricular objectives.

Frequent Monitoring for Intervention:
Students identified as academically behind or requiring additional support receive more frequent assessments as part of BayTech's MTSS. This process enables:

- Early Identification of learning gaps to ensure timely intervention.
- Targeted Support through continuous monitoring of progress in intervention areas.
- Customized Learning Plans that address the unique needs of each student, fostering growth and achievement.

By incorporating multiple measures and regular progress checks, BayTech's assessment system fosters a culture of continuous improvement and accountability, ensuring that every student has the tools and support needed to succeed academically.

D. STATE ASSESSMENTS

Pursuant to Education Code Section 47605(d)(1), BayTech will annually administer and report all required assessment measures under the CAASPP system, or its legal equivalent, to all applicable students. This includes the SBAC, CAA, CAST, ELPAC, and the PFT.

The results of these state-mandated assessments will provide comprehensive insights into overall school-wide performance, as well as class, grade-level, and subgroup achievement. These assessments will serve as one of multiple methods to document and monitor student growth along an achievement continuum.

BayTech will update its assessment practices as required to align with changes in state and federal accountability mandates, ensuring continued compliance with Education Code requirements and applicable federal laws. Any adjustments to the assessment measures to comply with these mandates will not constitute a material revision of the charter.

1. Assessment Modifications and Accommodations

The Charter School will ensure that students with disabilities, as defined under the IDEA or Section 504, participate in state standardized assessment programs with the necessary accommodations and modifications outlined in their IEP or Section 504 Plan. This includes, but is not limited to, the administration of the CAAs as appropriate to their individual needs and educational goals.

2. External Reporting

The Charter School will maintain adequate staffing and robust systems to ensure timely and accurate reporting in compliance with legal requirements and to address all reasonable inquiries from OUSD and other authorized reporting agencies.

E. DATA USE AND REPORTING

1. BayTech's Approach to Cycles of Inquiry

BayTech utilizes Cycles of Inquiry to enhance instructional practices and support measurable pupil outcomes. Every 6 to 8 weeks, teachers and administrators engage in collaborative, data-driven reflection and planning to address student needs and improve outcomes. These cycles involve analyzing student performance on multiple measures, including benchmark data in ELA and mathematics, as well as writing, science, history/social studies, ELD, and social-emotional learning.

Key steps in the Cycle of Inquiry include:

- **Data Analysis:** Grade-level or department teams review performance data to identify patterns of underperformance or exceptional achievement and determine focal students who require targeted support.
- **Hypothesis Development:** Teams pose questions based on data trends, develop hypotheses, and create instructional response plans.
- **Action Planning:** Instructional strategies, pacing adjustments, and interventions are identified and implemented as needed to accelerate student progress.
- **Reflection and Improvement:** Strategies are refined through ongoing coaching and collaboration to ensure instructional effectiveness.

Instructional leadership teams also analyze walkthrough data to evaluate the impact of high-priority instructional practices. This analysis informs coaching resources, administrative focus areas, and professional development planning to align with the school's goals for student success.

Student Engagement in the Inquiry Process
Students are active participants in understanding and acting on their assessment data. At the end of each marking period, students:

- Review individual assessment results with their teachers.
- Analyze performance data, set personal goals, and create action plans for improvement. This process encourages accountability and self-reflection, fostering a growth mindset among students.

2. Family Engagement: Sharing Student Progress

BayTech ensures families have consistent and meaningful access to student performance data. Communication is facilitated through multiple channels, including:

- **School-Wide Meetings:** Informational sessions to keep families updated on school progress and goals.
- **Quarterly Learning Team Meetings:** Collaborative discussions involving students, families, advisors, and mentors to review progress and plan next steps.

Formal Reporting
BayTech provides families with clear, bilingual (English and Spanish) reports designed for accessibility and understanding:

- **Report Cards:** Distributed at the end of each marking period to summarize student achievement.
- **Assessment Results Reports:** Detailed analysis of benchmark and state assessment performance.
- **Student-Parent-Teacher Conferences:** Dedicated opportunities to discuss student progress, goals, and action plans.

Families also have access to all internal assessments upon request and during conferences, ensuring transparency and involvement.

3. Compliance with Mandated Reporting

BayTech adheres to all state and federal reporting requirements:

- **English Learners:** In accordance with Title III, families of English Learners receive annual notifications regarding reclassification status through ELPAC results.
- **Students with Disabilities:** BayTech complies with IDEA requirements, providing families of students with IEPs with regular reports aligned with their child's individualized plan. These families also receive the same reports and assessment data provided to all students.

By fostering open communication, accessible reporting, and collaborative planning, BayTech ensures that students, families, and staff work together to achieve academic success and personal growth.

4. Data-Driven Decision-Making

Commitment to Data Transparency and Accountability
BayTech employs a comprehensive approach to reviewing program effectiveness by leveraging multiple streams of data. Disaggregated data is analyzed at various levels, including subgroups, grade levels, individual classes, and students. This process ensures that insights are not only actionable but also transparent, fostering accountability and a culture of continuous improvement within the Charter School community.

Using Data to Inform Instruction and Curriculum
BayTech continuously evaluates its academic content and instructional strategies in response to data findings. This includes refining the curriculum, enhancing teaching methods, and tailoring professional development opportunities. Each year, BayTech develops a school improvement plan as part of its annual Site Planning process. This plan incorporates input from staff, families, and the broader school community, ensuring that decision-making is inclusive and aligned with the Charter School's goals.

Board Oversight and Stewardship
As stewards of public education funds, the BayTech Board of Directors systematically reviews school data to monitor trends in student learning outcomes. This oversight ensures that financial and human resources are allocated effectively to support the Charter School's educational program and maintain fidelity to its charter.

The Board works collaboratively with BayTech leadership and the Charter School community to respond to identified needs reflected in data trends. Through this partnership, BayTech ensures that programmatic changes are well-informed, data-driven, and aligned with its mission to provide a high-quality education to all students.

F. LOCAL CONTROL AND ACCOUNTABILITY PLAN

BayTech will submit its LCAP to the District and County Office of Education annually, on or before July 1, in compliance with Education Code Section 47604.33. As part of its commitment to transparency and stakeholder engagement, BayTech will present an annual update to the LCAP, along with the LCFF Budget Overview for Parents, as part of a nonconsent item during a regularly scheduled board meeting on or before February 28 each year.

The Charter School will utilize a variety of data sources to assess progress toward the goals outlined in Element 2 of this charter, ensuring alignment with its LCAP. This approach allows BayTech to regularly evaluate and refine its strategies to meet the needs of its students and community, fostering a culture of accountability and continuous improvement. The LCAP development and implementation process will integrate these evaluations, ensuring that the

Charter School's goals remain relevant, achievable, and aligned with the needs of its diverse student population. (See LCAP – Exhibit 1.)

G. SCHOOL ACCOUNTABILITY REPORT CARD

Each academic year, BayTech will compile comprehensive data to produce its SARC, ensuring compliance with state requirements. The SARC will include disaggregated student achievement data to analyze academic performance across various subgroups, such as ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.

This report will serve as a critical tool for transparency and accountability, providing essential school performance data to the District, families, Board of Directors, and the broader community. Through the SARC, BayTech reaffirms its commitment to fostering equity, tracking progress, and engaging stakeholders in its mission to deliver a high-quality education.

H. DISTRICT VISITATION AND INSPECTION

BayTech will comply fully with the District's visitation process to provide the necessary information for validating the Charter School's performance and compliance with the terms of this charter. In alignment with Education Code Section 47604.32, BayTech recognizes and submits to the District's authority to conduct random visits, inspections, and observations as part of its statutorily required oversight.

The District may receive data on student achievement through BayTech's reports and presentations in accordance with the District's standard protocols for reviewing and evaluating charter school performance.

Response to Inquiries

In compliance with Education Code Section 47604.3, BayTech will respond promptly to all reasonable inquiries from authorized entities, including but not limited to:

- The County Office of Education
- The District Board of Education
- The State Superintendent of Public Instruction

Responses will include access to financial records and other relevant information necessary to fulfill oversight responsibilities and statutory requirements.

ELEMENT 4 (GOVERNANCE)

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by the District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

A. GOVERNANCE STRUCTURE

BayTech is a direct-funded, independent charter school operated by Bay Area Technology School, a California Nonprofit Public Benefit Corporation, in accordance with California law. BayTech functions independently from the OUSD, except for the supervisory oversight mandated by statute.

In compliance with Education Code Section 47604(d), OUSD is not liable for BayTech's debts, obligations, or claims arising from acts, errors, or omissions, provided the District fulfills its statutory oversight responsibilities. Responsibility for all debts and obligations rests solely with BayTech and its nonprofit corporation.

1. BayTech Governance Overview

The governance structure of BayTech includes the following components:

- BayTech Board of Directors
- Executive Director
- Principal
- BayTech Family Leadership Council
- English Learner Advisory Committee

In accordance with the corporate bylaws, the Principal, under the direction and oversight of the Executive Director, supervises and manages the operations of the school.

2. Governance Roles and Responsibilities

Bay Area Technology School, as the nonprofit entity operating BayTech, oversees the school's operations. The BayTech Board of Directors makes corporate and policy-level decisions and delegates day-to-day management responsibilities to the Executive Director. (See Appendix 10 for Board Members Biographies.)

The Executive Director and Principal are responsible for coordinating all school-level planning and decision-making processes involving professional staff, parents/guardians, and community members. These processes focus on establishing and reviewing BayTech's educational plans, goals, performance objectives, and major instructional programs. This distributed decision-making framework empowers the Charter School community to contribute to school-based decisions while adhering to the policies and guidelines established by the Board of Directors.

3. Support and Leadership Structures

BayTech believes that students thrive in a distributed leadership model that actively involves parents, teachers, and school leadership. To this end:

- BayTech facilitates the BayTech School Site Council, fostering collaboration between families and school leadership.
- Regular and ad hoc structures are employed to create opportunities for staff and parent leadership, ensuring broad-based input into school initiatives.

4. Governance Structure

The governance structure and organizational roles at BayTech are designed to foster collaboration, ensure accountability, and provide a high-quality education for all students. The organizational chart outlines key roles and relationships within the school.

Executive Director

- Reports to the Board of Directors and is responsible for the Charter School's overall leadership, vision, and strategic direction.
- Ensures compliance with charter mandates and regulatory requirements.

Chief of Staff

- Reports to the Executive Director.
- Oversees advertising, communications, and external relations to enhance the Charter School's visibility and engagement.
- Supports administrative functions to ensure effective coordination across departments.

Chief Operations Officer

- Reports to the Executive Director.
- Manages non-instructional operations, including facilities, finance, human resources, and compliance.

Principal

- Leads overall school operations and strategic direction.
- Supervises and collaborates with department leaders and administrative staff.

Dean of Academics

- Oversees curriculum development, instructional quality, and academic performance.
- Supports department chairs and teachers to ensure rigorous and engaging instruction.

Dean of Students

- Manages student behavior, attendance, and overall school culture.
- Collaborates with staff to provide support for student well-being and engagement.

School Site Council

- Participates in shared decision-making processes to support school policies and programs.

English Learner Advisory Committee

- Advises on programs and services for English Learners to ensure equitable access to education.

Office Manager

- Handles administrative operations and ensures smooth communication between staff, students, and families.

Academic Departments
Each department includes a Department Chair, teachers, and aides who collaboratively work to deliver quality instruction:

- **Math Department**
- **Science Department**
- **Social Studies Department**
- **English Department**
- **Foreign Language Department**
- **Enrichment Department** (Includes elective courses and activities to enhance student learning.)
- **Resource Department** (Resource Specialists and Aides provide tailored support for students with special needs to ensure academic success.)

5. Organizational Chart

Organizational charts for both BayTech and its governance structures are regularly updated to reflect changes in priorities, resources, and organizational needs. These charts provide clarity on roles and responsibilities and ensure alignment with the school's operational and strategic goals.

By fostering collaboration and leveraging distributed leadership, BayTech ensures that its governance structure is inclusive, transparent, and focused on achieving its mission and vision.

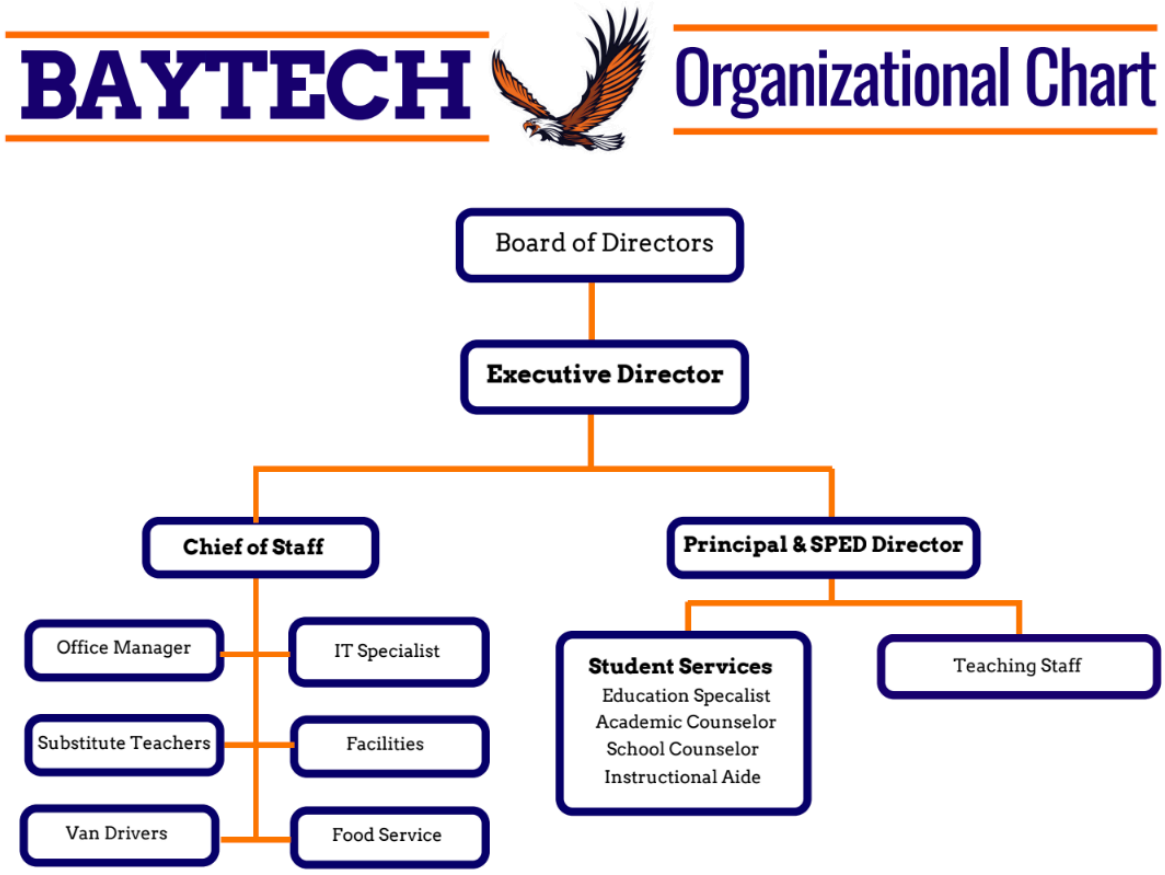


Figure 4.1 BayTech Organizational Chart

The Charter School, BayTech, operates autonomously from the District, except for the supervisory oversight required by statute and any other contracted services negotiated with the District. Pursuant to Education Code Section 47604(d), the District is not liable for the debts or obligations of BayTech, which is operated by Bay Area Technology School, a California nonprofit public benefit corporation, nor for claims arising from acts, errors, or omissions by the Charter School, provided the District fulfills all oversight responsibilities required by law.

The governing structure of BayTech may be revised as necessary. Any material revisions will be submitted to the District in accordance with Education Code Section 47607 and will be governed by the standards and criteria outlined in Education Code Section 47605.

B. NON-PROFIT PUBLIC BENEFIT CORPORATION

BayTech is a directly funded charter school operated by the California nonprofit public benefit corporation, Bay Area Technology School, pursuant to Education Code Section 47604(a).

Bay Area Technology School, a California nonprofit 501(c)(3) tax-exempt corporation, was established to operate BayTech. Bay Area Technology School functions in accordance with its adopted corporate bylaws. BayTech maintains a separate budget and is included in the organization's annual financial audit. Combined financial statements for the organization are also prepared annually.

Bay Area Technology School complies with all applicable state, federal, and local regulations and laws related to its operation. It also adheres to the District's guidelines and requirements for charter schools. When necessary, it retains its own legal counsel and has procured general liability, workers' compensation, property, errors and omissions, and unemployment insurance policies.

Bay Area Technology School ensures compliance with all assurances outlined in the charter petition, both at its inception and across each element of the charter.

C. BOARD OF DIRECTORS

The Bay Area Technology School Board of Directors ("the Board") holds ultimate responsibility for the operation and governance of BayTech. The Board appoints the Executive Director, who manages daily operations on its behalf. The Board consists of a minimum of five (5) and a maximum of thirteen (13) members, as determined by Board resolution. In accordance with Education Code Section 47604(c), the District may appoint one representative to the Board. Additionally, one member of the Board is a parent representative from the Charter School. Biographies of the current BayTech Board members are included in Appendix 10.

1. Board Responsibilities

- The Board's primary role is to promote and uphold the mission of BayTech as articulated in the charter. It serves as the decision-making body for school-wide policies, ensuring stakeholder participation and accountability. Key responsibilities include:

- Hiring, supervising, evaluating, disciplining, and dismissing the Executive Director.

- Approving major contractual agreements exceeding $5,000.
- Approving and overseeing the implementation of BayTech's general policies, including human resource policies that promote staff career growth and fair compensation.
- Approving and monitoring the annual budget and any revisions.
- Acting as the fiscal agent, including receiving operational funds, grants, and donations aligned with BayTech's mission.
- Contracting with an independent auditor for an annual financial audit compliant with generally accepted accounting principles.
- Establishing operational committees as needed.
- Monitoring student and staff performance progress.
- Encouraging parental and community involvement in school programs.
- Executing responsibilities as outlined in the Corporations Code.
- Strategic planning for the Charter School's future.
- Approving the school calendar and the schedule of Board meetings.
- Participating in dispute resolution and complaint procedures when necessary.
- Approving charter amendments and submitting material revisions for District consideration.
- Approving the annual fiscal audit and performance report.
- Acting as a hearing body or appointing an administrative panel to handle student expulsion recommendations.

2. BayTech Board Composition

BayTech is governed by a Board of Directors in accordance with applicable law and its adopted bylaws, which may be amended as outlined in the bylaws and are consistent with the terms of the charter.

Composition

The Board comprises five to thirteen members from diverse professional and academic backgrounds to ensure BayTech has the expertise necessary to maintain a high-quality program. Areas of expertise may include:

- Education and school administration

- School finance and accounting
- Legal compliance
- Corporate governance
- Leadership and fundraising

Additionally, the chartering authority, in accordance with Education Code Section 47604(c), is entitled to designate a single representative to the Board. If such a representative is appointed, the Board may appoint an additional director to ensure an odd number of members.

Each year, the Board elects a Chair, who may resign at any time, requiring a new Chair to be elected for the remainder of the term. The Board may also expand its membership as needed to address legal changes or to add specific skill sets.

The governance structure and organizational roles are designed to foster collaboration, ensure accountability, and provide a high-quality education for all students.

3. Terms of Office

Members of the BayTech Board of Directors serve staggered three-year terms to ensure continuity of governance and institutional memory. Board members may be reappointed for additional consecutive terms without limit, subject to nomination and approval procedures outlined in the organization's bylaws.

Terms of office are established and maintained in alignment with the Bay Area Technology School Bylaws, which specify the schedule for elections, appointments, and vacancies. Staggering of terms is designed so that approximately one-third of the Board seats are up for renewal each year, ensuring ongoing stability while allowing for periodic infusion of new perspectives and expertise.

If a vacancy occurs before the completion of a term, the Board may appoint a qualified individual to serve the remainder of the unexpired term, in accordance with the bylaws. All directors continue to serve until their successors are duly elected or appointed and have assumed office.

4. Delegation of Duties

The Board has the authority to initiate and carry out activities consistent with applicable laws and the school's mission. While the Board may delegate duties to BayTech employees, it retains ultimate responsibility for budget approval, fiscal audits, performance reports, and adopting Board policies. Any delegation must:

- Be documented in writing.
- Specify the entity designated and the scope of authority.

- Outline any conditions or terms of the delegation, including start and end dates.
- Be approved by a majority vote of the Board.

5. Governing Board Meetings

The Board of Directors meets at least 6-8 times yearly and schedules regular meetings annually. Meetings comply with the Brown Act and Education Code Section 47604.1(c) and invite community participation.

Meetings are held at BayTech's principal office or within the jurisdiction with the highest number of enrolled students if the Charter School operates in multiple districts.

6. Conflict of Interest

The Board adheres to a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq*., as set forth in Education Code Section 47604.1, and Corporations Code rules. Updates are made to reflect any changes in charter school-specific laws.

The BayTech Board of Directors ensures the Charter School's success and alignment with its mission by fostering a governance structure rooted in expertise, diversity, and stakeholder involvement.

7. Criteria and Process for Selecting Governing Board Members

The Board of Directors comprises individuals selected based on their experience, qualifications, and dedication to BayTech's mission and vision. The Board strives to include members with expertise in education, law, finance, and nonprofit management, among others.

Each director serves a three-year term, with staggered terms to ensure continuity and prevent all terms from expiring simultaneously. At each annual meeting, the current Board of Directors fills vacant seats through a separate vote for each position. A majority vote by a quorum of directors is required to confirm a new member.

Members of the Charter School community are encouraged to recommend candidates to the Board for consideration. This process ensures a collaborative approach to selecting qualified individuals committed to supporting BayTech's mission and vision.

8. Recruitment and Selection of Board Members

New BayTech Board members are recruited and selected in accordance with the provisions of Bay Area Technology School bylaws, which state that current directors elect successors. The Principal collaborates with the Board of Directors to ensure candidates align with BayTech's mission, culture, and goals.

9. Qualifications for Board Membership

The following qualifications are sought in prospective Board members:

- Dedication to advancing the mission and vision of BayTech.
- Willingness to volunteer for committees and contribute the necessary time and energy to assigned tasks.
- Ability to work effectively within a team structure.
- Belief in the potential for all students to achieve high academic success.
- Expertise or interest in at least one area critical to BayTech governance, such as finance, education, legal compliance, or fundraising.

10. Development of Board Members

To ensure effective governance, all Board members receive annual (or as otherwise required) training on:

- Open meeting laws, including the Brown Act.
- Conflict of interest policies.
- Ethics (AB 2158) and essential policies.
- Financial and legal responsibilities.
- Charter school oversight.

New Board members also receive training on:

- Roles and responsibilities of Board members.
- Committee functions and recruitment.
- Evaluating the Board and Principal.
- Conducting effective meetings.
- Human resources and special education policies.
- Public relations and marketing.

Additional training is provided during Board meetings, workshops, or relevant conferences and may be facilitated by legal counsel, the California Charter Schools Association, or other experts.

11. Standing Committees

The Board of Directors establishes standing and ad hoc committees to focus on specific tasks or policies. Standing committees include:

- **Finance Committee:** Handles budget matters, including fundraising and fiscal oversight.
- **Student Outcomes Committee:** Monitors performance, curriculum, instructional delivery, professional development, and technology.
- **Executive Committee**: Recommends new Board members and evaluates the Executive Director.

Committees are chaired by Board members, with faculty, parents, and community members invited to serve in advisory roles. Committees operate under clearly defined purposes and decision-making authority, and all meetings comply with the Brown Act.

12. Fiscal Management

The Executive Director is the corporate officer responsible for all budgetary matters, with oversight from the Board of Directors. The Executive Director manages Day-to-day financial operations and collaborates with the Principal, instructional leadership team, and SSC to develop budgetary recommendations. The Executive Director works with an external CPA to audit financial statements and review internal controls.

13. Compensation

Board members serve voluntarily and do not receive compensation for their roles. Reimbursement for reasonable expenses may be authorized by Board resolution.

By prioritizing strong recruitment, development, and governance practices, the BayTech Board ensures a high standard of oversight and accountability in alignment with the school's mission and values.

D. GOVERNANCE PROCEDURES AND OPERATIONS

1. Meeting Requirements and Procedures

BayTech is governed in accordance with all applicable laws and regulations pertaining to public agencies and charter schools, as well as its corporate bylaws. The Board adheres to the Brown Act, Education Code Section 47604.1(c) to ensure transparency and accountability.

- The Board meets at least bimonthly, with additional meetings scheduled as needed.

- Meetings are held at the school site, which is within the physical boundaries of Alameda County, and the annual schedule is approved during the Annual Meeting each August. This schedule is included in the school's monthly calendar and distributed to all parents.

- Meeting agendas, including date, time, and location, are posted on the Charter School campus near the office and on the school's website at least 72 hours in advance for regular meetings and 24 hours in advance for special meetings, in compliance with the Brown Act.

- Notices for special meetings are displayed in the main office and at the Charter School's primary entrance at least 24 hours before the meeting, and are posted to the website.

- A book of minutes documenting all meetings, proceedings, and actions is maintained at the Charter School or another location designated by the Board, as outlined in the Bylaws.

2. Bylaws and Decision-Making Procedures

In accordance with the corporate bylaws:

- A majority of the authorized number of directors constitutes a quorum for conducting business. However, a majority of the directors present may adjourn any meeting to another time and place, regardless of whether a quorum is present.

- Any act or decision approved by a majority of directors present at a meeting with a quorum is recognized as the act of the Board, subject to California Nonprofit Corporation Law.

- If a quorum is initially present, business may continue even if some directors withdraw, provided that a majority of the required quorum approves actions.

3. Participation via Teleconference or Electronic Means

Directors may participate in meetings via teleconference or other electronic means in compliance with the Brown Act and the bylaws, provided, at a minimum:

1. Each participating director can communicate concurrently with all other directors.

2. Directors have full participation in all matters before the Board, including the ability to propose or object to specific actions.

3. Teleconferenced locations are:

    - Identified on the agenda.

    - Open to the public, with the agenda posted at the teleconference location.

- All votes during teleconferenced meetings are conducted via roll call.

- At least a quorum of the Board must be physically present within the jurisdiction of the corporation.

These procedures ensure that Board operations are conducted effectively, transparently, and in compliance with legal and regulatory requirements.

4. Student Representation

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

E. EXECUTIVE DIRECTOR

The Executive Director serves as the leader of BayTech and is responsible for overseeing the school's overall operations, ensuring alignment with its mission, and maintaining the quality of education across the organization. The Executive Director works closely with the Board of Directors, the Principal, staff, families, and community stakeholders. Reporting directly to the Board of Directors, the Executive Director provides strategic leadership and operational support to ensure BayTech's success.

Primary Responsibilities

The Executive Director focuses on developing and implementing systems and strategies that enable BayTech to thrive academically, operationally, and financially. The role includes addressing key strategic challenges, such as:

- Maintaining a strong focus on improving academic outcomes.
- Securing necessary financial resources in an increasingly tight economic environment.
- Building human talent systems to recruit, retain, and support high-quality teachers and administrators.

The Executive Director's high-level responsibilities include:

1. **Strategic Planning**
    - Collaborate with the Board of Directors to execute BayTech's current strategic plan.
    - Lead the development of new strategic initiatives that advance the school's mission.
2. **Leadership and Team Building**

- Build and lead a cohesive team to carry out BayTech's mission effectively.
- Foster a culture of collaboration and continuous improvement among leadership and staff.

3. **Advancement and Partnerships**
    - Identify and secure funding from foundations, corporations, and individual donors.
    - Develop strategic partnerships to support BayTech's goals and enhance its programs.
4. **Governance**
    - Support the Board of Directors in its governance responsibilities.
    - Implement the directives of the Board and ensure compliance with its policies.
5. **External Relations**
    - Act as the chief spokesperson for BayTech, representing the Charter School to external audiences, including civic leaders, business communities, and education stakeholders.
    - Build strong relationships with families, community members, and other partners.
6. **Financial Management**
    - Oversee BayTech's financial systems, including budgeting, financial planning, and fiscal accountability.
    - Ensure proper financial stewardship in alignment with the Board's oversight.
7. **School Support and Oversight**
    - Provide support to the Principal and school staff in areas such as hiring, evaluation, HR, and day-to-day operations.
    - Ensure that the instructional and operational goals of the Charter School are met.
8. **Compliance**
    - Ensure BayTech adheres to all applicable federal, state, and local regulations.
    - Maintain compliance with all authorizer oversight protocols, Education Code reporting obligations, and statewide charter accountability standards related to academics, governance, and finance.

Focusing on strategic vision and operational excellence, the Executive Director ensures BayTech delivers a high-quality education while fostering a culture of accountability, innovation, and community engagement. The Executive Director's leadership is critical to the Charter School's sustained growth and success.

F. PRINCIPAL

The Principal of BayTech leads and manages the Charter School, inspiring staff, families, and community members to create an optimal environment for student learning. The Principal operates with the flexibility and autonomy to propose and implement improvements, request resources, and shape school practices in alignment with BayTech's mission and vision.

Primary Responsibilities

1. **Leadership and Vision**
    - Lead BayTech in alignment with the school's vision and mission.
    - Manage and implement the school's strategic and site plans.
2. **Instructional Leadership**
    - Provide guidance on curriculum implementation and instructional practices.
    - Identify staff professional development needs and ensure training opportunities.
    - Maintain high expectations and standards for student achievement.
    - Oversee the administration of standardized testing.
    - Monitor and support classroom instruction to ensure consistent quality.
3. **Team Management**
    - Lead staff leadership teams, which include representatives from administration, teachers, and support staff.
    - Supervise, evaluate, and support all school employees in alignment with BayTech's mission and charter obligations.
    - Provide oversight for student teachers, interns, and classroom volunteers.
4. **Communication and Stakeholder Engagement**

- Facilitate clear communication between all stakeholders, including staff, families, and the community.
- Act as a liaison between parents and staff, addressing concerns and fostering collaboration.
- Engage parents in key decisions affecting the Charter School and encourage their active involvement.
- Keep stakeholders informed of school policies, changes, and progress toward goals.

5. **Operational Oversight**
    - Oversee day-to-day school operations, ensuring smooth functionality.
    - Ensure discipline and adherence to school policies among staff and students.
    - Support the development and implementation of all school programs.
6. **Community Building**
    - Foster a sense of community among staff, students, and families.
    - Respect and respond to the strengths and needs of staff, maintaining daily availability to address concerns.
    - Plan and conduct engaging and informative parent meetings.
7. **Collaboration and Reporting**
    - Report progress on educational goals and outcomes to stakeholders, the Executive Director, and the Board of Directors.
    - Collaborate with other BayTech leaders and staff to align efforts, share best practices, and ensure organizational coherence.
    - Participate in administrative meetings, grant writing, fundraising, and budget planning.
8. **Dispute Resolution and Compliance**
    - Participate in dispute resolution and complaint procedures as needed.
    - Ensure the Charter School complies with all applicable policies and procedures.

Through strong leadership, effective communication, and a commitment to student success, the Principal ensures that BayTech remains a high-quality educational institution that meets the needs of its diverse community.

G. STAKEHOLDER INVOLVEMENT & DISPUTE RESOLUTION

1. School Site Council ("SSC")

The SSC serves as an advisory body working with the principal to develop, review, and evaluate school improvement programs. The SSC at BayTech is composed of:

- The Charter School principal
- One teacher representative elected by the faculty
- One parent representative elected by the Parent Club
- One student representative elected by the Student Council

The SSC recommends site-specific issues to the Board and offers feedback on the annual LCAP goal-setting and review process. Recommendations from the SSC are communicated to the Board by the principal.

2. English Learner Advisory Committee

In compliance with state law, BayTech will establish an ELAC when 21 or more students are identified as Limited English Proficiency ("LEP"). The ELAC primarily comprises parents and community members advocating for English Learners.

- ELAC advises the principal and SSC on programs and services for English Learners.
- The committee educates parents of English Learners about the programs available for their children, fostering meaningful engagement.

3. Parent Involvement

BayTech prioritizes active parent participation in school governance, decision-making, and student achievement, recognizing its critical impact on student outcomes. The Charter School actively engages parents through:

- **Parent/Student Orientations:**
    - Held annually in English and Spanish for new and returning students.

    - Topics include accessing COOLSIS (online gradebook), academic programs, tutoring options, test prep, and school expectations.

- **Parent/Teacher Conferences:**
    - Conducted twice yearly with Spanish interpretation available.
    - Teachers provide ongoing communication through COOLSIS and additional conferences for at-promise students.
- **4-Year Plans:**
    - Collaboratively developed by parents, students, and the College Counselor/Dean of Academics.
    - Plans outline graduation requirements and post-graduation goals, with progress monitored through Naviance.
- **College Nights:**
    - Hosted biannually to educate parents on college applications, admissions, and financial aid.
- **Home Visit Program:**
    - Teachers and staff visit students' homes to build stronger relationships with families, provide support, and answer questions.
- **Parent Club:**
    - Meets monthly to organize events such as the Harvest Festival, Cultural Food Fair, and STEM Expo.
    - Facilitates communication between parents, teachers, and students, significantly increasing parent engagement.
- **Parent Advisory Groups:**
    - Participate in LCAP goal setting, WASC re-accreditation, ELAC, and other school initiatives.
- **Communication Tools:**
    - **COOLSIS** tracks student behavior, academics, and attendance, providing real-time updates to parents.
    - **Parent Square** delivers messages in English and Spanish.

    - **Newsletters** (distributed biannually in English and Spanish) highlight accomplishments, events, and school updates.

    - The Charter **School website** and social media channels keep parents informed of upcoming activities.

- **Back to School Night:**

    - Improved communication strategies have made this one of BayTech's most attended events, providing parents with curriculum overviews, classroom policies, and student progress updates.

BayTech's multi-faceted approach to stakeholder involvement ensures that parents, students, and community members are informed, engaged, and empowered to contribute to the school's success.

ELEMENT 5 (EMPLOYEE QUALIFICATIONS)

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

A. OVERVIEW

BayTech is committed to its mission of preparing students for college and career by providing a personalized, technology-driven education that meets the needs of Oakland's diverse student population. To achieve this, BayTech prioritizes recruiting and retaining well qualified, mission-aligned professionals who contribute to a culture of continuous improvement, equity, and academic excellence.

The Charter School recruits skilled and dedicated personnel for administrative, instructional, and support roles, ensuring that every employee is equipped to foster student success. All employees have legal authorization to work in the United States and complete a Department of Justice (DOJ) fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to uphold the health and safety of BayTech's students and staff.

BayTech maintains rigorous hiring standards, ensuring all employees meet the qualifications outlined in their job descriptions and demonstrate a commitment to high-quality instruction, student-centered learning, and a collaborative work environment. The Charter School actively seeks educators and staff who reflect the diverse backgrounds of its students and are dedicated to fostering an inclusive and equitable learning community.

In accordance with state and federal law, BayTech is an equal-opportunity employer and prohibits discrimination based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other protected characteristic as defined in Section 422.55 of the Penal Code. BayTech creates a workplace where all employees feel valued, supported, and empowered to contribute to the school's mission.

B. CODE OF PROFESSIONALISM

To ensure our programs' effectiveness and students' success in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of Bay Area Technology School's Board of Directors, any administrators, managers, or employees, and any other committees of the Bay Area Technology School Board shall at all times comply with federal and state laws, nonprofit integrity standards, and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

All Bay Area Technology School and Charter School staff commit to:

- Abide by federal, state, and local laws.
- Maintain a professional relationship with all students.

- Refrain from the abuse of alcohol or drugs during professional practice.
- Exemplify honor and integrity in professional practice, particularly using public funds and property.
- Comply with state, federal, and local laws regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in the charter.
- File necessary reports of child abuse.
- Maintain a high level of professional conduct.

1. Employee Recruitment and Selection Process

Bay Area Technology School and the Charter School are dedicated to hiring professional and qualified staff. All staff hired at the Charter School must demonstrate an understanding and commitment to Bay Area Technology School and the Charter School's mission, vision, and educational philosophy.

Bay Area Technology School provides all qualified applicants and staff equal employment opportunities. Employment decisions are based on qualifications, abilities, and work performance. BayTech fosters a culture of accountability, integrity, and professionalism to ensure its programs' effectiveness and students' success in meeting academic and social-emotional learning outcomes. All staff members are committed to the collective mission and vision of the school, recognizing that every stakeholder plays a role in student achievement.

Members of BayTech's Board of Directors, administrators, managers, employees, and any committees operating under the Board adhere to applicable federal and state laws, nonprofit integrity standards, and the policies and regulations set by the OUSD regarding ethics and conflicts of interest. These policies apply unless they conflict with statutes or regulations governing charter schools.

2. Employee Recruitment and Selection

BayTech is committed to hiring and retaining professional, well qualified staff who align with the school's mission, vision, and educational philosophy. Prospective employees must demonstrate expertise in their field, a student-centered mindset, and a commitment to continuous improvement.

BayTech upholds equal employment opportunities for all qualified applicants and staff. Hiring and employment decisions are based strictly on qualifications, abilities, and job performance, ensuring a diverse and equitable workplace that reflects the community it serves.

C. RECRUITMENT

BayTech is committed to hiring well qualified, mission-aligned professionals who contribute to a culture of academic excellence, innovation, and equity. All staff members demonstrate a deep understanding of and commitment to BayTech's mission, vision, and personalized, technology-driven educational approach.

The Executive Director and Chief of Staff oversee the recruitment strategy, in collaboration with the Principal, to attract top talent. Recruitment efforts focus on identifying educators and staff who are skilled in their fields and dedicated to serving BayTech's diverse student population. Recruitment strategies include:

- Posting job opportunities on strategic websites and publications to maximize visibility.
- Partnering with the Principal to represent BayTech at career fairs, conferences, and networking events.
- Actively engaging with innovative and experienced educators through professional networks.
- Utilizing digital and print media for targeted outreach.
- Strengthening partnerships with universities, educator preparation programs, and professional organizations to build a strong talent pipeline.
- Implementing strategies to attract and retain a diverse workforce that reflects the community BayTech serves.

By fostering strong recruitment partnerships and outreach efforts, BayTech ensures that every hire contributes to its mission of delivering a high-quality, individualized education that prepares students for college and career success.

D. SELECTION

BayTech maintains full authority over the selection and appointment of employees to ensure that all hires align with the school's mission, vision, and commitment to student success. The Board of Directors establishes personnel policies and sets the terms and conditions of employment.

- The Board of Directors is responsible for the selection, employment, and release of the Executive Director.
- The Executive Director, in consultation with the Board, oversees the selection, employment, and release of executive leadership, including the Chief of Staff, Chief Operations Officer, and Principal.

- The Principal, in collaboration with the Executive Director and leadership team, is responsible for selecting, employing, and releasing all school-site staff.

- The Principal leads a Selection Committee composed of site staff and, when appropriate, students and parents to ensure a transparent and inclusive hiring process.

Selection Process

To hire well qualified candidates who embody BayTech's values and instructional excellence, the Charter School follows a rigorous selection process:

1. Application Screening: The hiring team reviews resumes, cover letters, and written responses to essay prompts to assess alignment with BayTech's mission.

2. Pre-Screening Tools: BayTech uses screening assessments to evaluate candidates' skills and qualifications.

3. Initial Interviews: Brief phone or video interviews are conducted as needed to assess fit.

4. Performance-Based Evaluation: Finalists participate in an in-depth interview, including a sample teaching lesson or job-specific demonstration.

5. Verification: The Human Resources ("HR") team verifies credentials, past employment, state and federal background checks, and professional and personal references.

6. Final Selection: The Principal, in consultation with the Chief of Staff makes the final hiring decision.

7. Employment Offer: The Chief of Staff finalizes contracts and extends formal offers of employment.

This structured selection process ensures that BayTech hires educators and staff who are both professionally qualified and committed to fostering student achievement and upholding the school's high standards.

E. EMPLOYEE QUALIFICATIONS

BayTech ensures that all employees meet state and federal legal requirements for employment, including credentialing, background checks, TB risk assessment or examination, immunizations, and any additional position-specific qualifications. The HR Department maintains and makes available for inspection all necessary documentation, including:

- Teacher credentials verifying appropriate certification for assigned positions.
- TB risk assessment or examination documentation in accordance with Education Code Section 49406.
- Verification of state and federal criminal background check clearance.

- Confidential criminal background summaries, stored securely in compliance with legal requirements.
- Legal employment verification documents, typically an I-9 Employment Eligibility Verification form with acceptable identification.
- Other relevant employment documentation, as required by law or position.

1. Employment Agreements

BayTech classifies employees based on job function and employment status. All employees have individual employment agreements, which may take the form of employment contracts or at-will agreements, specifying job classifications and conditions of employment.

Employment agreements may be renewed based on the following:

- Performance evaluations demonstrating the employee meets or exceeds job expectations
- Adherence to BayTech's policies, procedures, and expectations, which align with the school's mission and state laws

For further details regarding employee qualifications related to student and staff health and safety, see Element 6.

2. Qualifications and Job Descriptions for Key Positions

BayTech operates as a single charter school with a leadership team responsible for overseeing all aspects of school operations, academics, and student support. The leadership structure ensures that BayTech delivers a high-quality, technology-driven instructional program aligned with its mission and charter.

The following outlines the key BayTech leadership and staff positions and the qualifications required for each role. These roles and responsibilities are adjusted as necessary to meet the school's and its students' evolving needs. The requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary, under Education Code section 47605(l) and 47605.4.

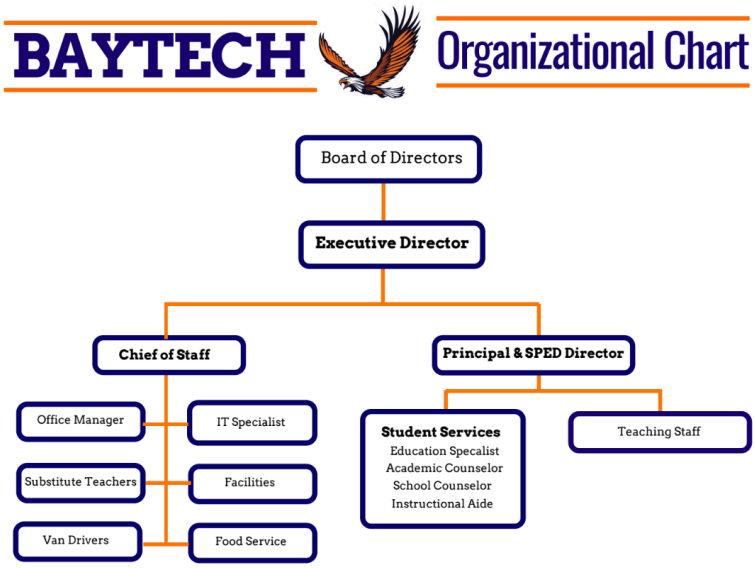


Figure 5.1: BayTech's Org Chart

Executive Director
Reports to: BayTech Governing Board

The Executive Director is responsible for the overall leadership and strategic direction of BayTech, ensuring that the Charter School meets its mission of providing a personalized, technology-driven education. The role includes governance, community engagement, operations, personnel management, and oversight of the instructional program. The Executive Director advises the Board, develops policies, oversees compliance, manages finances, and supports staff development.

Qualifications

- California Administrative Services Credential required
- Proven ability to lead instructional and operational teams
- Strong communication, problem-solving, and organizational skills
- Experience with governance, school budgeting, and compliance
- Ability to analyze school achievement data and drive improvements

Principal & SPED Director
Reports to: Executive Director

The Principal oversees the daily operations and instructional leadership of BayTech, ensuring a positive school culture, high-quality teaching, and compliance with educational policies. Responsibilities include faculty supervision, student discipline, staff development, community

engagement, and academic programming. They also oversee all special education programs and services, ensuring compliance with federal and state laws while leading staff to deliver high-quality, individualized support that meets the academic, behavioral, and social-emotional needs of students with disabilities.

Qualifications

- Master's degree in Education required
- At least five years of teaching experience
- Strong leadership, supervisory, and problem-solving skills
- At least 3 years of experience serving students with special needs.
- Understanding of instructional methodology and educational law
- Excellent written and verbal communication skills

Chief of Staff
Reports to: Executive Director

The Chief of Staff manages personnel operations, recruitment, compliance, and HR functions at BayTech. Responsibilities include developing HR policies, overseeing hiring processes, handling employee relations, and ensuring adherence to federal and state labor laws.

Qualifications

- Bachelor's degree or higher in Business Administration or related field
- Minimum of 3 years of HR management experience
- Knowledge of employment law, compliance, and personnel policies
- Strong organizational and interpersonal skills
- PHR, SPHR, or SHRM certification preferred

Dean of Students
Reports to: Executive Director

The Dean of Students supports student success through intervention programs, behavior management, and engagement initiatives. The role includes monitoring attendance, overseeing disciplinary processes, and fostering a positive school climate.

Qualifications

- Master's degree in Social Work or related field preferred
- Three years of leadership experience in an academic or social setting
- Strong assessment, communication, and intervention skills
- Ability to coordinate academic and behavioral support programs

Academic Counselor
Reports to: Director of Student Services

The Academic Counselor provides one-on-one and group counseling for middle and high school students, focusing on academic intervention, college/career planning, and social-emotional support. Responsibilities include monitoring student progress, leading intervention programs, and coordinating standardized testing.

Qualifications

- Bachelor's degree and three years of relevant experience
- Strong communication, problem-solving, and data analysis skills
- Experience working with diverse student populations
- Familiarity with college/career planning and student support services

Education Specialist
Reports to: Principal

The Education Specialist provides instructional support to students with disabilities, developing and implementing IEPs, assessing student progress, and collaborating with general education teachers to ensure inclusive learning environments.

Qualifications

- Valid California Education Specialist Credential (Mild/Moderate)
- Two or more years of experience in special education preferred
- Strong knowledge of IEP development and implementation
- Experience working with diverse student populations

Teacher
Reports to: Principal

Teachers at BayTech provide rigorous instruction in accordance with Common Core Standards and personalized learning strategies. Responsibilities include lesson planning, classroom management, student assessment, and collaboration with colleagues.

Qualifications

- Bachelor's degree or higher in Education or related field
- Valid CTC certificate, permit, or other document required for their certificated assignment
- Experience working in diverse student environments preferred
- CLAD/BCLAD certification preferred

Instructional Aide
Reports to: Principal or Designee

Instructional Aides support teachers by assisting students with coursework, reinforcing lessons, monitoring student progress, and managing classroom activities.

Qualifications

- Completion of at least 48 semester units of college coursework or passing the CBEST
- Experience working with middle and high school students preferred
- Strong communication and organizational skills

Office Manager
Reports to: Chief of Staff

The Office Manager handles day-to-day office operations, payroll processing, record-keeping, and communication with parents and staff. Responsibilities include managing state reporting, maintaining financial records, and coordinating office logistics.

Qualifications

- High school diploma required; college degree preferred
- Four years of experience in administrative or clerical support
- Strong organizational, record-keeping, and communication skills
- Proficiency in Microsoft Office and data management

School Counselor
Reports to: Principal

The School Counselor provides social-emotional, behavioral, and academic counseling to support student well-being and a positive school culture.

Qualifications

- Deliver counseling services for general education and special education students.
- Lead implementation of SEL and Positive Behavior (PPS) programs.
- Support conflict resolution, peer mediation, and restorative practices.
- Collaborate with teachers and families to create individualized support plans.
- Contribute to climate and culture initiatives that promote inclusion and safety.

Non-instructional Staff

BayTech's non-instructional staff play a critical role in supporting the school's mission by ensuring smooth operations, maintaining a positive school environment, and providing essential services to students, families, and staff. Qualifications for non-instructional positions vary based on the role, but all candidates must demonstrate a commitment to BayTech's mission, values, and student-centered approach. Employees are expected to possess the necessary skills, experience, and professionalism required for their respective positions, as outlined in their job descriptions.

BayTech seeks individuals who are adaptable, collaborative, and dedicated to fostering an inclusive and supportive school culture. Staff members are required to meet all applicable state and federal employment requirements, including background checks, TB clearance, and legal work authorization.

3. Services Provided via Contractors

BayTech contracts with external organizations to provide specialized services that support school operations and student needs. These may include facilities maintenance, technology support, special education services, and mental health counseling. The Charter School ensures that all contracted personnel meet the same high standards as BayTech employees, with qualifications aligned to the expectations for equivalent in-house positions.

All contracted service providers must comply with BayTech's policies, including confidentiality agreements, background checks, and adherence to school-wide safety and operational protocols. BayTech maintains oversight of all external service providers to ensure quality and consistency in meeting the school's operational and educational goals.

4. Professional Development

BayTech provides ongoing, data-driven professional development to ensure all staff members have the knowledge and skills needed to support student success. Professional development is aligned with the school's annual instructional priorities and focuses on improving teaching effectiveness, student engagement, and overall school operations.

Before the school year begins, staff participate in intensive training, including curriculum implementation, instructional strategies, technology integration, and school culture-building. Professional learning continues through workshops, coaching, and collaborative planning sessions throughout the year. Teachers and staff receive individualized coaching and professional growth opportunities tailored to their areas of need, ensuring continuous improvement in instructional practices and student support.

5. Performance Evaluation

The Principal is responsible for evaluating all teachers and support staff to ensure alignment with BayTech's educational goals. Staff evaluations are conducted at least annually, focusing on instructional effectiveness, student outcomes, professionalism, and contributions to the Charter School community. The Principal may collaborate with instructional leaders to conduct classroom observations and assess teachers' ability to facilitate learning through diverse modalities.

Staff retention decisions are based on demonstrated growth, student achievement impact, professionalism, and alignment with BayTech's mission and culture. Similarly, school leadership, including the Principal, is held to high-performance standards. The Executive Director oversees school leadership evaluations to ensure that the Charter School remains a safe, high-achieving learning environment where staff are supported and students excel.

BayTech complies with Education Code section 44939.5, ensuring that all required reports of egregious misconduct by certificated employees are submitted promptly. The Charter School maintains appropriate staffing, technology, and systems to meet reporting obligations and respond promptly to inquiries from the District and state agencies.

ELEMENT 6 (HEALTH AND SAFETY)

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne

pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

A. OVERVIEW

BayTech maintains clear and comprehensive procedures to ensure the health and safety of students and staff. The BayTech Board of Directors oversees and implements robust health, safety, and risk management policies in consultation with insurance carriers and risk management experts. These policies establish a safe learning environment and are regularly reviewed and updated to address evolving needs.

BayTech's health, wellness, and safety policies include:

- Health and Wellness Policies, covering immunizations, health screenings, medication administration, emergency epinephrine auto-injectors (EpiPens), bloodborne pathogen protocols, a drug-free and tobacco-free campus, and staff responsibilities as mandated child abuse reporters.

- School Safety Plan detailing background check procedures, anti-discrimination and harassment policies, facility safety measures, and a disaster preparedness plan with emergency procedures for fire, earthquakes, intrusions, and other potential crises.

These policies guide the conduct of both students and staff to maintain a secure and supportive school environment. They are reviewed and updated to comply with legal requirements and best practices. All policies are readily available on-site for Authorizer review, included in the Student & Family Handbook and Employee Handbook, and outlined in Appendix 14 – Handbooks.

BayTech ensures that all staff receive annual training on health, wellness, and safety policies to maintain compliance and readiness.

For a detailed breakdown of emergency response procedures, refer to Appendix 15– Health, Wellness, and Safety Plans, which includes the BayTech Emergency Operations Plan.

B. HEALTH AND WELLNESS

The following summarizes BayTech's health and safety policies, ensuring compliance with state and federal regulations while prioritizing the well-being of students, staff, and the school community.

1. Procedures for Background Checks

All BayTech employees and contractors undergo a criminal background check and provide a criminal record summary in accordance with Education Code Sections 44237 and 45125.1. Employment applicants must submit fingerprints to the California Department of Justice for background screening.

BayTech does not hire individuals in certificated or classified positions convicted of violent or serious felonies except as permitted by law under Education Code Sections 44830.1 and 45122.1. The Principal ensures compliance with this policy and reports regularly to the Board of Directors. The Superintendent monitors the fingerprinting and background clearance process for the Principal.

Volunteers working outside the direct supervision of a credentialed employee must be fingerprinted and cleared before engaging with students independently.

2. Medication In School

BayTech follows Education Code Section 49423, which allows school personnel to assist students with medication administration when authorized by a physician and the student's parent or guardian.

BayTech complies with Education Code Section 49414, maintaining emergency epinephrine auto-injectors (EpiPens) in an accessible location for emergency use, as required by AB 1651 (2023). The storage location of these injectors is included in annual notices to families and staff.

If BayTech stocks albuterol inhalers to respond to respiratory distress, it adheres to Education Code Section 49414.7, including staff training, notification procedures, and proper inventory management.

3. Tuberculosis Risk Assessment and Examination

All employees and volunteers with frequent or prolonged student contact must complete a TB risk assessment and examination before beginning work with students. Employees must undergo TB re-screening at least once every four years, per Education Code Section 49406.

4. Immunizations

All students attending classroom-based instruction must provide records of required immunizations in compliance with Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations Sections 6000-6075.

- 7th-grade students must provide proof of a pertussis (whooping cough) vaccine booster before enrollment.

- 6th-grade students and their parents/guardians receive a notification regarding the importance of human papillomavirus ("HPV") vaccination before 8th grade, in accordance with Education Code Section 48980.4 and Health and Safety Code Section 120336.

5. Naloxone

BayTech stocks and maintains Naloxone (Narcan) nasal spray on campus for emergency administration in the event of an opioid overdose. Staff members are trained in recognizing opioid-related emergencies and using Naloxone as a life-saving intervention.

6. Blood Borne Pathogens

BayTech meets all state and federal standards for handling bloodborne pathogens and other infectious materials. The Charter School has a Bloodborne Pathogen Exposure Control Plan to protect employees and students from potential exposure to human immunodeficiency virus ("HIV"), and hepatitis B ("HBV"), and other bloodborne viruses.

When exposed to blood or bodily fluids, staff and students follow the latest medical protocols for disinfecting and reporting incidents. The Bloodborne Pathogen Exposure Plan is included in Appendix 15 – Health, Wellness, and Safety Plans.

7. School Meals

BayTech is committed to promoting student health and wellness by ensuring that all students have access to nutritious meals that meet federal nutritional guidelines.

- BayTech provides breakfast and lunch free of charge to any student who requests a meal, regardless of their eligibility for federally funded free or reduced-price meals. Each student may receive one free meal per meal service period.

- Nutritional Standards: All meals shall be nutritionally adequate meals that qualify for federal reimbursement .

- Adequate Time to Eat: BayTech ensures students have sufficient time for meals, considering available guidance on best practices for nutrition and wellness.

8. Diabetes

BayTech provides diabetes awareness materials to ensure students and families are informed about the risks and prevention of diabetes.

- Type 2 Diabetes Information: In compliance with Education Code Section 49452.7, BayTech provides all incoming 7th-grade families with an information sheet that includes:
    - A description of Type 2 diabetes.
    - Risk factors and warning signs.
    - Recommendations for screening students at risk.
    - Available treatment and prevention methods.
    - Types of diabetes screening tests available.

9. Athletic Programs

BayTech complies with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to:

- Gender Equity in Athletics: BayTech follows Education Code Section 221.9, ensuring compliance with gender equity and participation disclosure requirements for competitive athletics.

- Cardiac Arrest Awareness: BayTech adheres to Education Code Section 33479, ensuring recognition of sudden cardiac arrest symptoms in athletic programs.

- Concussion & Head Injury Protocols: BayTech follows Education Code Section 49475, requiring proper concussion management for all student-athletes, including training, reporting, and medical clearance before returning to play.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

10. Drug, Alcohol, and Smoke-free Environment

BayTech maintains a zero-tolerance policy for drugs, alcohol, tobacco, and vaping on campus. The Charter School enforces a drug-free, alcohol-free, and smoke-free environment in compliance with state and federal regulations to promote student and staff health and safety.

11. Suicide Prevention Policy

BayTech has adopted a comprehensive suicide prevention policy aligned with Education Code Section 215 and AB 58 (2021-22).

- Stakeholder Collaboration: The policy is developed in consultation with mental health professionals, school staff, community stakeholders, and suicide prevention experts
  .
- Prevention, Intervention, and Postvention: The policy addresses suicide prevention, early intervention, and postvention strategies.

- Support for High-Risk Groups: Specific attention is given to supporting:
  - Youth bereaved by suicide.
  - Students with disabilities, mental illness, or substance use disorders.
  - Homeless youth and foster youth.
  - LGBTQ+ students.

- Regular Review & Updates: BayTech reviews its suicide prevention policy at least every five years to align with the California Department of Education's best practices.

12. Human Trafficking Prevention

BayTech ensures that students and families are informed about human trafficking prevention in accordance with state guidelines.

- Grades 6-12 Awareness: BayTech identifies and implements appropriate methods to inform parents and guardians about human trafficking prevention resources for students in grades 6-12.

- Resource Accessibility: Families receive educational materials, community resources, and reporting procedures to support prevention efforts.

13. Menstrual Products

BayTech ensures that students have free access to menstrual products in compliance with state regulations.

- Stocking & Accessibility: All women's restrooms, all-gender restrooms, and at least one men's restroom are stocked with an adequate supply of menstrual products at all times.

- Informational Signage: BayTech posts notices regarding Education Code Section 35292.6 in a prominent and conspicuous location in all every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite menstrual products.

- Maintenance & Oversight: A designated staff member monitors supplies and ensures restroom accessibility. Contact information for this staff member is included on the posted notices.

14. All Gender Restrooms

BayTech supports inclusivity by maintaining all-gender restrooms in accordance with state law.

- Restroom Availability: By July 1, 2026, BayTech will provide and maintain at least one all-gender restroom at school sites, with more than one female and male restroom designated for student use.

- Accessibility & Signage: The all-gender restroom will remain unlocked, unobstructed, and easily accessible to students and available during school hours and school functions when students are present. It will include clear signage identifying it as open to all genders.

- Point of Contact: A designated staff member will oversee restroom availability and ensure compliance information is posted in a prominent location.

15. Safe Place to Learn Act

BayTech complies with the Safe Place to Learn Act (Education Code Section 234 et seq.), ensuring a safe, equitable, and inclusive learning environment for all students. Policies addressing discrimination, harassment, intimidation, and bullying are actively enforced.

16. Bullying Prevention

BayTech is committed to preventing and addressing bullying and cyberbullying by implementing clear policies and training programs.

- Prevention Procedures: The Charter School has structured policies for preventing bullying, including cyberbullying, and supporting affected students.

- Annual Staff Training: All certificated and school-site employees who regularly interact with students complete the CDE online training module on bullying prevention each year, as required by Education Code Section 32283.5(a).

17. Supporting LGBTQ+ Students

BayTech fosters an inclusive and affirming school environment for LGBTQ+ students.

- Annual Training Requirement: Through the completion of the 2029-30, all teachers and certificated employees will complete at least one hour of LGBTQ+ cultural competency training annually via an online training platform and curriculum.

- Compliance & Records: BayTech maintains detailed training records as required by Education Code Section 218.

18. Recess

BayTech provides structured recess to support student well-being and engagement.

- Recess Duration: Except where a field trip or other educational program is taking place, to the extent required by Education Code Section 49056, BayTech provides:
    - At least 30 minutes of supervised, unstructured recess on regular instructional days.
    - At least 15 minutes of recess on early release days.

- Recess & Discipline: BayTech does not restrict a student's recess as a disciplinary measure, except in cases where the student presents an immediate threat to the physical safety of themselves or their peers.

- Distinction from P.E. & Mealtimes: Recess is separate from physical education classes and meal periods, ensuring students have dedicated time for movement, socialization, and play.

19. California Healthy Youth Act

BayTech provides comprehensive sexual health and HIV prevention education in accordance with the California Healthy Youth Act (Education Code Section 51930 et seq.).

- Instruction in Grades 7-12: Students receive sexual health and HIV prevention education at least once in middle school and once in high school.

- Curriculum Compliance: The instruction is age-appropriate, medically accurate, and inclusive, ensuring students receive factual and relevant health education.

20. Mental Health Education

BayTech integrates mental health education into its curriculum when offering health education courses in middle or high school, in compliance with Education Code Section 51925 et seq.

- Curriculum Requirements: Instruction covers mental health awareness, coping strategies, reducing stigma, and accessing resources.

- Student Support: The curriculum emphasizes early intervention, resilience-building, and fostering a supportive school culture.

21. Mental Health Information

BayTech ensures students have visible and digital access to mental health resources in compliance with Education Code Section 49428.5.

- On-Campus Posting: A mental health resources poster identifying approaches and resources addressing student mental health is displayed in English and any other language spoken by 15% or more of the student population. It is placed in public areas frequently visited by students.

- Digital Distribution: The poster is digitized and shared at the beginning of each school year through BayTech's website, student portals, social media, and learning platforms.

22. Workplace Violence Prevention Plan

BayTech implements and maintains a Workplace Violence Prevention Plan that meets the requirements of Labor Code Section 6401.9.

- Prevention & Response: The plan establishes protocols for identifying, reporting, and mitigating workplace violence risks.

- Staff Training: Employees receive annual training on prevention strategies, de-escalation techniques, and emergency procedures.

23. Homicide Threats

BayTech strictly follows Education Code Sections 49390-49395, ensuring all homicidal threats are immediately reported to law enforcement.

- Mandatory Reporting: Any employee or Board member who observes or is alerted to a written or verbal threat of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to the Charter School or a school activity must report the incident to law enforcement.

- Collaboration with Law Enforcement: BayTech works closely with local authorities to investigate and respond to any threats, prioritizing the safety of students, staff, and the community.

24. Gun Safety Notice

At the start of each academic year, BayTech distributes a gun safety notice to all parents/guardians in compliance with California child gun access prevention laws.

- Parent Notification: Families receive a written notice using the latest model language published by the California Department of Education.

- Firearm Safety Awareness: The notice provides critical information on firearm storage laws and child access prevention measures.

25. Transportation Services

BayTech ensures compliance with Education Code Section 39875(c) regarding student transportation services.

- Driver Screening & Testing: Any individual providing transportation services undergoes criminal background checks, drug and alcohol testing, and licensing verification.

- Safe & Reliable Transportation: BayTech ensures that all transportation arrangements meet legal safety standards.

26. Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq*. as applicable to the grade levels served by the Charter School.

26. Family Educational Rights and Privacy Act ("FERPA")

BayTech upholds student privacy rights in compliance with FERPA and Education Code Section 49060 et seq.

- Confidentiality: All student records are securely maintained and protected from unauthorized access.
- Parental Rights: Parents and eligible students have the right to access, review, and request corrections to educational records.
- Staff Compliance: All BayTech employees and officers receive annual FERPA training to ensure adherence to privacy laws.

C. SCHOOL SAFETY PLAN

BayTech maintains a comprehensive School Safety Plan, reviewed and updated annually by March 1 to ensure a safe and secure learning environment. The plan outlines strategies, programs, and procedures that promote campus safety while ensuring compliance with Education Code Section 32282(a)(2)(A)-(N) and other applicable laws.

BayTech's School Safety Plan includes the following key components:

- Child Abuse Reporting Procedures – Staff are trained as mandated reporters to identify and report suspected cases of child abuse or neglect in accordance with state law.
- Routine and Emergency Disaster Procedures – The plan includes fire, earthquake, lockdown drills, evacuation, and shelter-in-place protocols.
- Student Discipline and Serious Offenses – Policies outline consequences for students committing serious offenses, including those identified under Education Code Section 48915, which may lead to suspension or expulsion.
- Notification of Dangerous Students – Teachers receive notifications regarding students with a history of violent behavior per Education Code Section 49079.
- Discrimination & Harassment Policy – BayTech enforces zero-tolerance policies for discrimination and harassment, ensuring compliance with Education Code Section 200.
- Gang-Related Apparel Policy – If applicable, BayTech enforces dress code policies prohibiting gang-related apparel.

- Safe Ingress & Egress Procedures – The plan details safe entry and exit procedures for students, parents, and staff to reduce traffic hazards and enhance campus security.

- Safe & Orderly Learning Environment – BayTech prioritizes a structured, supportive, student-centered school culture.

- School Discipline Procedures – Rules and procedures for student behavior and disciplinary action align with Education Code Sections 35291, 35291.5, and 47605.

- Tactical Responses to Criminal Incidents – Staff are trained to respond to potential criminal threats, ensuring swift and appropriate action.

- Active Shooters – Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan.

- Threat & Violence Response Protocols – The Charter School has procedures to assess, report, and respond to dangerous, violent behavior, or unlawful activity that is being conducted or threatened to be conduct on campus, at school-sponsored events, or on a school bus serving the school.

- Medical Emergencies – Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening medical emergency while on school grounds.

- Opioid Overdose Response – The plan includes protocols for responding to opioid overdoses, including the use of Naloxone (Narcan) by trained staff.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

BayTech remains committed to ensuring a safe, inclusive, and well-prepared school environment for all students and staff.

D. ADDITIONAL POLICIES

1. Comprehensive Anti-Discrimination and Harassment Policies and Procedures

BayTech is committed to maintaining a safe, inclusive, and equitable school environment that is free from discrimination, harassment, and retaliation. The Charter School strictly prohibits discrimination and harassment based on actual or perceived characteristics, including but not limited to:

- Race, religion, creed, color, nationality, national origin, ancestry, or ethnic group identification
- Gender, gender identity, gender expression, sex, sexual orientation, pregnancy, childbirth, or related medical conditions
- Genetic information, medical condition, physical or mental disability
- Marital status, age, military or veteran status, or denial of family and medical leave
- Association with a person or group with any of these characteristics or any other basis protected by federal, state, local law, ordinance, or regulation

Zero Tolerance for Harassment and Discrimination
Misconduct of this nature is taken very seriously and addressed per BayTech's policies and procedures.

2. Complaint and Investigation Procedures

BayTech has established a centralized complaint and investigation process to handle concerns related to discrimination, harassment, or retaliation. This includes complaints involving:

- Employee-to-employee misconduct
- Employee-to-student misconduct
- Student-to-employee misconduct

The Executive Director or a designated administrator is responsible for investigating, remediating, and following up on complaints.

BayTech's Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms are included in both the:

- Employee Handbook
- Student and Family Handbook

These handbooks are accessible in Appendix 14 – Handbooks.

3. Policy Dissemination & Staff Training

A copy of the policy is provided to:

- All students and families as part of any orientation program conducted at the beginning of each quarter, semester, or summer session.
- All faculty, administrators, and support staff at the start of the school year or upon hiring new employees.

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Additional policies, including the Uniform Complaint Policy, Title IX Compliance, Harassment, Intimidation, Discrimination, and Bullying Policy, and the Policy for Complaints Against Personnel, are detailed in Appendix 15 – Health, Wellness, and Safety Plans.

4. Facility Safety

BayTech ensures that all school facilities meet or exceed safety standards in compliance with Education Code Section 47610 and the California Building Standards Code, including provisions for seismic safety.

Annual Safety Inspections & Compliance

- Sprinkler systems, fire extinguishers, and fire alarms are inspected and tested annually to ensure they remain in operable condition.
- Fire drills are conducted as required by Education Code Section 32001 to prepare staff and students for emergencies.
- Facility documentation, including inspection records and compliance reports, is maintained on-site and readily accessible for review.

ADA & Structural Safety Compliance

BayTech affirms compliance with the following:

- ADA accessibility requirements
- State and federal fire, health, and structural safety regulations

- Proper building security measures, including maintaining a valid Certificate of Occupancy

These protocols ensure that BayTech remains a safe and legally compliant learning environment for all students, staff, and visitors.

5. SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

6. Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for the extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

E. EMPLOYEE TRAINING

BayTech ensures that all staff receive annual training on health, safety, emergency procedures, and legal compliance requirements to maintain a safe and well-prepared school environment.

1. Health, Safety, and Emergency Training

All employees participate in mandatory annual training covering:

- Bloodborne pathogens and exposure control procedures
- Emergency response protocols, including fire, earthquake, and lockdown drills
- Crisis management and first responder procedures
- Use of life-saving equipment, such as EpiPens and Naloxone (Narcan)

Emergency response drills are conducted regularly throughout the year for students and staff. A training calendar is maintained to ensure compliance and readiness.

2. Sexual Harassment Prevention Training

BayTech ensures that all employees complete sexual harassment prevention training as required under Government Code Section 12950.1. This training covers:

- Recognizing and preventing sexual harassment
- Reporting procedures and employee responsibilities

- Creating and maintaining a harassment-free workplace

3. Child Abuse Detection and Reporting (Mandated Reporter Training)

In compliance with Education Code Section 44691, BayTech provides annual child abuse detection and reporting training to all mandated reporters, including:

- Teachers, administrators, and support staff
- Any other personnel required by law

Training Timeline:

- Training occurs within the first six weeks of each school year.
- New employees hired after the school year begins complete training within their first six weeks of employment.

BayTech remains committed to ensuring staff are well-trained, informed, and prepared to uphold a safe, inclusive, and legally compliant school environment.

ELEMENT 7 (BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS)

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

A. OVERVIEW

BayTech serves approximately 350 students in grades 6-12 and remains committed to reflecting the diverse demographics of Oakland. The Charter School actively works to achieve and maintain a balance of racial and ethnic students, special education students, and ELs, including RFEP students, that will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District, in alignment with Education Code Section 47605(c)(5)(G).

BayTech ensures equal access to its educational program for all students and prioritizes inclusive recruitment efforts to attract students from all backgrounds, particularly those reflective of the OUSD community. The Charter School does not discriminate in admission and maintains a waitlist to support enrollment targets.

B. DEMOGRAPHIC REVIEW AND RECRUITMENT STRATEGIES

The Principal and Executive Director conduct a demographic review of currently enrolled students each fall to assess representation across racial, ethnic, special education, and EL populations. If significant disparities are identified, BayTech takes proactive steps to address them, including:

- Engaging with Community Leaders: BayTech initiates dialogue with community organizations, advocacy groups, and local leaders to understand barriers to enrollment for underrepresented groups.
- Enhancing Inclusive Outreach: The Charter School adjusts recruitment strategies to ensure culturally responsive outreach that resonates with diverse families.
- Expanding Community Partnerships: BayTech collaborates with neighborhood schools, community centers, and family resource organizations to connect with families of prospective students.
- Refining Marketing Efforts: The Charter School implements multilingual, culturally relevant marketing to ensure all families are informed about BayTech's offerings.

The Executive Director and Principal lead the development and execution of a comprehensive recruitment and outreach strategy to ensure that BayTech remains a diverse, equitable, and inclusive school that reflects the Oakland community.

C. RECRUITMENT STRATEGIES

1. Enrollment Timeline

BayTech implements a structured enrollment timeline that ensures a broad-based recruitment process across Oakland. The timeline allows families to learn about BayTech's 6-12 program, personalized learning approach, and college and career preparation focus, helping them make an informed school choice.

2. Earned Media

BayTech leverages earned media to highlight its innovative programs, academic achievements, and student success stories. The Executive Director, Principal, and leadership team actively build relationships with local journalists, community newspapers, and digital media outlets to secure coverage that showcases BayTech's impact on students and the broader Oakland community.

3. Social Media Advertising & Digital Engagement

BayTech utilizes targeted social media advertising to increase brand awareness and reach more families across Oakland. Through platforms like Facebook, Instagram, and Nextdoor, the Charter School promotes:

- Student success stories
- Innovative instructional programs
- Enrollment deadlines and application steps

Families can directly engage with BayTech through social media, ask questions, and receive follow-up calls from school representatives.

4. Collateral Materials

BayTech creates professionally designed marketing materials to communicate its mission, academic programs, and student opportunities. These include:

- Brochures, flyers, and posters distributed at community centers, local businesses, and events
- Materials printed in English and Spanish to reflect the diverse communities BayTech serves
- Clear, truthful messaging that showcases BayTech's strengths while making no false claims

Marketing materials are available upon request for review by OUSD and other stakeholders.

5. Grassroots Community Outreach

BayTech is committed to direct, community-based outreach to connect with families where they live, work, and gather. Key strategies include:

- Partnership with Oakland Enrolls to support families through the charter school application process.
- Community presentations led by the Principal and school staff to increase awareness and answer questions.
- Engagement with local organizations serving middle and high school-aged youth, including:
    - Recreation centers and after-school programs
    - Libraries, churches, markets, and restaurants
    - Community-based organizations, such as Unity Council and the Josie de la Cruz Recreation Center

6. Targeted Outreach in the Fruitvale Community

As a school rooted in East Oakland, BayTech prioritizes outreach in the Fruitvale neighborhood, ensuring local families know the academic pathways, student support services, and extracurricular opportunities available at BayTech. This includes:

- Distributing materials and hosting events at local businesses and gathering places
- Building partnerships with community leaders to spread awareness
- Providing enrollment assistance in multiple languages to support Oakland's diverse families

BayTech remains committed to ensuring equitable access to its program and fostering a school community that reflects the diversity of Oakland.

D. TARGETED OUTREACH TO ACHIEVE BALANCE

BayTech is relocating to the Fruitvale from the East Oakland Hills and is committed to ensuring that families in the new community know its academic programs and enrollment opportunities. The Charter School actively recruits students to reflect the diverse demographics of Oakland and supports equitable access for all student groups, including English Learners and students with disabilities.

1. Multilingual Outreach and Accessibility

To ensure Spanish-speaking families can access information about BayTech, the school:

- Employs Spanish-speaking personnel to support families during the recruitment, enrollment, and onboarding.
- Translates all marketing materials and digital outreach into Spanish.
- Provides oral and written translation for social media ads, enrollment communications, and outreach events.

2. Recruitment of Students with Disabilities

BayTech is committed to ensuring that students with disabilities have equitable program access. To reach families of students with low-incidence disabilities, BayTech conducts outreach through local preschool programs serving students with IEPs.

For students with high-incidence disabilities, BayTech:

- Widely advertises its special education programming, ensuring families know the individualized support available
- Promotes its MTSS offerings to highlight academic and behavioral intervention services
- Provides access to mental health support for students in need

3. BayTech Open Houses

BayTech hosts community informational meetings each spring and fall to engage prospective families and share details about academic programs, student services, and enrollment opportunities.

Outreach for Open Houses includes:

- Personal invitations to current BayTech families to spread the word to their networks.
- Targeted distribution of information to preschools, community organizations, and local service providers.
- Social media promotions on platforms like Facebook, Instagram, and Nextdoor.
- Event listings on platforms like Eventbrite to encourage easy registration.
- Grassroots outreach, including word-of-mouth promotion and community-based advertising.

Scheduling Considerations:

- Meetings are scheduled in December, February, March, and April to align with key enrollment decision periods.
- Weeknight and weekend sessions are offered to accommodate families' schedules.
- BayTech leadership and key staff members are present to answer specific family questions.

BayTech recognizes that OUSD conducts program reviews to ensure federal and state regulations compliance. The Charter School remains fully transparent in its recruitment efforts and outreach initiatives to maintain alignment with oversight requirements.

E. SYSTEMS AND SUPPORTS TO RETAIN TARGET STUDENT GROUPS

BayTech is committed to maintaining enrollment of students from diverse racial, ethnic, linguistic, and special education backgrounds by implementing inclusive, culturally responsive, and student-centered strategies. Our approach ensures that all students feel valued and supported, with access to high-quality academic programs, social-emotional resources, and community engagement opportunities.

1. Culturally Responsive Staffing and Programming

BayTech prioritizes hiring staff reflective of the school's student population, ensuring that students see themselves represented in their teachers, mentors, and support staff. Recruiting Spanish-speaking personnel enhances communication with families, and BayTech actively incorporates culturally responsive curricula to engage students in learning that reflects their identities and histories.

- Inclusive Curriculum: BayTech integrates diverse perspectives into instruction, with units that explore civil rights, social justice, and cultural history across various subjects.
- Culturally Responsive School Culture: Schoolwide events celebrate the heritage and contributions of historically marginalized communities, reinforcing an environment of belonging and inclusion.
- Student Belonging Initiatives: BayTech conducts student focus groups and surveys to assess campus culture and identify areas for improvement in equity and inclusivity.

2. Supporting Black/African American Students

BayTech works to ensure Black/African American students feel a deep sense of belonging and engagement by:

- Providing affinity spaces and small-group mentorship opportunities with school leadership and extended learning staff.
- Tracking attendance and engagement trends to proactively address challenges and provide solutions such as family outreach, transportation assistance, and flexible scheduling.
- Ensuring inclusive representation in the curriculum by integrating Black history, literature, and social justice themes into courses and advisory lessons.
- Facilitating participation in on-campus celebrations for Black History Month.
- Listening to student voices through focus groups and surveys that inform enrichment programs and schoolwide initiatives.

3. Supporting Students with Special Needs

BayTech ensures that students with disabilities receive high-quality, individualized support by:

- Offering a full continuum of Special Education programming, including targeted behavioral and academic interventions.
- Providing Educationally Related Mental Health Services to address social-emotional needs.
- Facilitating collaborative family engagement through transparent communication, well-structured IEP meetings, and parent education workshops.

By continuously evaluating and refining its retention strategies, BayTech creates a school community where all students thrive academically, socially, and emotionally, regardless of background or ability.

ELEMENT 8 (ADMISSIONS POLICIES AND PROCEDURES)

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

In compliance with Education Code section 47605(e)(2)(B)(iii), Charter School ensures that admissions preferences do not limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Charter School implements outreach strategies to ensure these student populations are aware of and able to access the school's enrollment opportunities, including multilingual recruitment efforts, collaboration with local community organizations, and targeted engagement with underrepresented families. Furthermore, Charter School monitors the demographic composition of its applicant pool and enrollment annually to assess whether additional measures are needed to maintain equitable access for all students.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

A. OVERVIEW

Bay Tech will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall admit all pupils who wish to attend the Charter School. Admission is not based on a student's place of residence within California, except as allowed under Education Code Section 47605(e)(2) for enrollment preferences or as required by law under Education Code Section 51747.3.

- No admission test or assessment shall be required before acceptance or enrollment.
- BayTech complies with all laws regarding age requirements for public school attendance in charter schools.
- Enrollment decisions are made without regard to academic performance, English proficiency, disability, or other protected characteristics.

Legal Compliance and Transparency

- Public Notification of Enrollment Rights: In compliance with Education Code Section 47605(e)(4)(D), BayTech will:
    - Post a notice developed by the CDE on its website, informing families of their enrollment rights under Section 47605(e)(4).
    - Ensure that this notice is accessible to parents/guardians and available in relevant languages spoken by the community.
- No Disenrollment or Encouragement to Transfer:
    - BayTech will not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including but not limited to:
        - Academic performance or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii)
        - Disability or special education status
        - English Learner status
        - Neglect or delinquency Economic disadvantage or homelessness
        - Foster youth status
        - Race, ethnicity, nationality, gender, or sexual orientation

BayTech remains committed to equitable access, legal compliance, and student retention, ensuring all students have an equal opportunity to enroll and thrive in a supportive, inclusive learning environment.

B. RECRUITMENT AND APPLICATION PROCESS

BayTech implements a transparent and inclusive recruitment process to ensure that its student population reflects the diversity of the surrounding community.

1. Application Process

Students who wish to attend BayTech must complete an application form during the publicly advertised open enrollment period, which takes place each year for admission to the following school year.

- Applications are accessible online through a citywide charter application system.

- Families may receive direct assistance with the application process in person or over the phone.
- Applications include the following required information:
    - Basic contact details
    - Grade level for the upcoming school year
    - Eligibility for enrollment preferences (as outlined below)

2. Application Timeline & Lottery Process

- Applications are due by mid-February each year.
- If the number of applications exceeds available seats, a public random drawing ("lottery") will be conducted in compliance with Education Code Section 47605(e)(2)(B).
- Application materials clearly state the submission deadline and proposed lottery date.
- All applicants are notified of the public lottery date, time, and location, as detailed in the admission process below.

BayTech remains committed to an open, fair, and accessible enrollment process, ensuring that all families have the opportunity to apply, receive support, and access quality education at the school.

C. ADMISSION PROCESS

BayTech ensures a transparent, equitable, and legally compliant admission process that provides equal access to all students in accordance with Education Code Section 47605(e)(2).

3. Pre-Admission Information

- Parents/guardians are encouraged but not required to participate in a pre-admission meeting and school tour to learn about BayTech's academic program, expectations, and community.
- Upon admission, families are invited to attend a family orientation to support student success and integration into the Charter School community.

4. Public Random Drawing

Following the open enrollment period, applications are counted to determine whether any grade level has received more applications than available seats. If demand exceeds capacity, a public random lottery is conducted in compliance with Education Code Section 47605(e)(2)(B).

- All applicants are notified via push notifications, email, and public postings on the Charter School website at least two (2) weeks prior to the lottery.
- The notification includes the lottery date, time, location, and procedural rules.
- Families are invited but not required to attend the lottery.
- Unless otherwise communicated in writing, the lottery will be held annually in March at BayTech's campus.

5. Enrollment Preferences

BayTech follows the legally permitted admission preferences outlined in Education Code Section 47605(e)(2)(B)(i)-(iv). These preferences are:

1. Siblings of currently enrolled students.
2. Children of current BayTech staff members (not to exceed 10% of total enrollment).
3. Students residing within OUSD boundaries.

BayTech does not use weighted numerical preferences and ensures that all enrollment policies comply with federal law, the California Constitution, and Education Code Section 200.

6. Equitable Access and Compliance

BayTech's admission preferences do not limit enrollment access for:

- Students with disabilities
- Academically low-achieving students
- English Learners
- Homeless or foster youth
- Economically disadvantaged students (eligible for free/reduced-price meals)
- Neglected or delinquent youth
- Students of any nationality, race, ethnicity, gender, or sexual orientation

BayTech does not require mandatory parent volunteer hours, orientation attendance, or any fees as conditions of admission or continued enrollment in accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv).

7. Lottery Execution and Waitlist Management

- The designated lottery official (appointed by BayTech leadership) conducts separate lotteries for each oversubscribed grade level.
- The lottery is conducted in public, with transparent procedures, ensuring fairness for all applicants.
- All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.
- All results are published in English and Spanish and posted online and at predetermined locations.
- Families of selected students have three weeks to confirm their intent to enroll and submit an enrollment packet (including proof of age, address, and immunization records).

8. Waitlist Procedures

- Students not selected in the lottery are placed on a waitlist in the order drawn.
- Applications received after the deadline are added to the waitlist after all lottery applicants have been placed.
- The waitlist is only valid for the current school year and does not roll over to the following year.
- Families on the waitlist are notified via push notification and phone if a spot becomes available during the school year.

9. Record-Keeping and Oversight

BayTech maintains detailed records of the lottery and enrollment process, including:

- Documentation of all admission procedures
- Copies of all parent notifications and communications

- Lottery results and waitlist placements

These records are securely stored and retained in compliance with state and federal regulations.

BayTech is committed to an open, transparent, and legally compliant admission process that ensures equitable access for all students.

D. ENROLLMENT PROCESS

Upon admission to BayTech, families must complete the registration process to finalize enrollment. The enrollment process includes the submission of an enrollment packet containing the following required documents:

Required Enrollment Documents

1. Student Registration Form – Provides essential student and family contact information.
2. Proof of Immunization – In accordance with California law, all students must submit completed immunization records before starting school. Immunization verification must be provided through a physician's or immunization clinic's written medical records.
    - There is no grace period for immunization compliance.
    - Students who have not completed the required immunization series will be denied enrollment until compliance is met.
    - Exemptions are allowed only to the extent authorized by law.
3. Home Language Survey – Required for all students first enrolling in a California public school to determine English proficiency status.
4. Emergency Medical Information Form – Includes health conditions, emergency contacts, and consent for medical treatment.
5. Proof of Age Eligibility – Verification that the student meets the minimum and maximum age requirements for public school attendance.
6. Authorization to Request and Receive Student Records[9] – Allows BayTech to obtain academic and behavioral records from previous schools.
7. Special Education Documentation (if applicable):

[9] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- SST records – A copy must be provided if the student has had an SST evaluation or recommendations.
- 504 Plan or IEP – If applicable, families must submit a copy of the most recent plan to ensure continuity of services.

BayTech is committed to ensuring a smooth and legally compliant enrollment process while supporting families in completing all required documentation.

ELEMENT 9 (INDEPENDENT FINANCIAL AUDITS)

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." – Ed. Code § 47605(c)(5)(I)

A. FISCAL AUDIT

BayTech conducts an annual independent financial audit of its books and records in compliance with Education Code Sections 47605(c)(5)(I) and 47605(m). The school's financial records are maintained in accordance with Generally Accepted Accounting Principles and applicable laws. The annual audit follows the California Code of Regulations and the State Controller's K-12 Audit Guide for charter schools. If required under federal law, the audit scope will expand to include Office of Management and Budget Circular compliance.

B. INDEPENDENT AUDITOR SELECTION AND RESPONSIBILITIES

The BayTech Board of Directors selects and contracts with an independent auditor who:

- Holds CPA credentials
- Has experience in education finance
- Is approved by the State Controller as an educational audit provider

The auditor performs an annual review of BayTech's financial records, ensuring compliance with:

- The Audit Guide for Charter Schools
- State and federal accounting requirements
- Internal financial controls, attendance, and enrollment reporting

The audit verifies the accuracy of financial statements, including balance sheets, income statements, and cash flow statements, and examines budgetary controls, fund management, and other financial operations required by law.

C. FINANCIAL REPORTING TO OUSD AND REGULATORY AGENCIES

BayTech prepares and submits unaudited financial reports to OUSD, including:

- Two interim reports and a year-end report in a format provided by OUSD.
- Actual and revised budget figures, projected revenues, expenditures, and fund balances.

- Annual financial statements audited by a Certified Public Accountant submitted to OUSD within four months after the close of the fiscal year to ensure compliance with this requirement. The audit cost is a fixed expense in BayTech's annual budget.

D. AUDIT COMPLIANCE AND RESOLUTION OF FINDINGS

The annual audit is completed and submitted by December 15 each year to:

- The District
- OUSD Superintendent of Schools
- Alameda County
- California State Controller
- California Department of Education

If the audit identifies exceptions or deficiencies, they will be:

1. Reviewed by the Executive Director.
2. Presented to the Board of Directors with findings and recommendations.
3. Reported to OUSD, including a written timeline detailing how issues will be resolved.

If an audit appeal or request for summary review is necessary, BayTech will submit it to the Education Audit Appeals Panel in accordance with applicable laws. The annual independent fiscal audit is a public record and will be made available upon request.

E. FINANCIAL OPERATIONS AND COMPLIANCE

BayTech is responsible for its own financial services, including:

- Accounting
- Budgeting
- Payroll

BayTech ensures that all financial operations—including general education, categorical programs, and special education funding—comply with state and federal procedures. For federal programs, including Title I, BayTech adheres to eligibility and fiscal guidelines set by the federal government and completes the Consolidated Application as required.

BayTech provides all required financial and related reports to OUSD, including:

- Enrollment and attendance data
- Federal and state compliance documentation

BayTech promptly responds to all reasonable financial inquiries from OUSD and consults with OUSD as needed.

For the most recent approved audit, refer to Appendix 9 - Financial Documents.

ELEMENT 10 (PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED OR EXPELLED)

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

BayTech's disciplinary procedures comply with federal and state constitutional due process requirements by ensuring fair notice, an opportunity to be heard, and decision-making based on reliable evidence. Prior to any suspension (except in an emergency) or recommendation for expulsion, students are informed of the alleged misconduct and the evidence supporting it and are provided an opportunity to present their version of events. For expulsion matters, BayTech provides timely written notice of the charges, hearing date and location, the right to review and obtain copies of the evidence, the right to present documents and witnesses, and the right to be represented by counsel or a non-attorney advocate. Notices are translated into the parent/guardian's primary language upon request to ensure meaningful participation.

Hearings are conducted before a neutral decision-maker (the Board or an Administrative Panel not including the student's teacher), and technical rules of evidence do not apply; however, only reliable and probative evidence that reasonable persons would rely upon is considered. The student has the opportunity to confront and question adverse witnesses unless the hearing body determines, consistent with law, that doing so would create an unreasonable risk of psychological or physical harm, in which case sworn statements may be used with appropriate safeguards. A record of the proceedings is maintained, and written findings of fact and a final decision are issued within required timelines.

Disciplinary decisions adhere to substantive due process by being non-arbitrary, proportionate to the severity and circumstances of the offense, and supported by substantial evidence in the record. BayTech applies progressive discipline where appropriate, considers the totality of circumstances (including intent, prior conduct, and mitigating factors), and ensures that

consequences do not discriminate on the basis of protected characteristics. Consistent with IDEA and Section 504, BayTech provides all required procedural safeguards for students with disabilities, including manifestation determinations and services during removals, and ensures comparable protections for foster and homeless youth as required by law. Collectively, these procedures safeguard students' constitutional rights while maintaining a safe and orderly learning environment.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

A. CODE OF CONDUCT

BayTech is committed to creating a warm, supportive environment that fosters student self-discipline and maximizes learning for all. Our site-specific Code of Conduct serves as a general guide for behavior rather than a rigid set of rules. When corrective measures are needed, we consider individual circumstances, personalities, and the unique needs of each student to ensure every child can succeed.

All families receive the Student and Family Handbook—updated annually and available in English and Spanish—which outlines our Code of Conduct in detail. The Handbook also includes BayTech's full Suspension and Expulsion Policy and Procedures, which comply with district requirements, expellable offenses, due process rights, and timelines for suspension and expulsion hearings. The procedures ensure transparency, providing families with clear and timely notices of any disciplinary actions and their right to appeal and participate in hearings.

In compliance with BayTech's charter and OUSD's policies, we ensure that all disciplinary actions are fully documented and that families are notified at every stage. This includes clear timelines for suspension and expulsion hearings, as well as steps for addressing disciplinary matters involving foster youth, students with disabilities, or students who may require special education services.

The full disciplinary process is outlined in the handbook, which is provided to families at the start of each school year to ensure they are well-informed about BayTech's commitment to upholding student rights and maintaining a fair, consistent approach to discipline.

B. SUSPENSION, EXPULSION, AND INVOLUNTARY REMOVAL

BayTech is committed to maintaining a safe, supportive, and respectful learning environment that promotes positive student behavior and academic success. In alignment with this commitment, BayTech has established policies and procedures for suspension, expulsion, and involuntary removal to ensure the safety and well-being of all students. These policies are designed to comply with the requirements outlined in Education Code Section 48900 et seq. and other relevant laws. The policy and procedures are reviewed annually, with updates made to remain in compliance without requiring a material revision to the charter.

BayTech believes that every student deserves a learning environment where they can thrive. We employ a comprehensive MTSS to address students' needs and foster success. When students violate the rules, BayTech staff carefully consider the root causes of behavior and apply strategies that support the student's social-emotional development. Research shows that suspensions and expulsions disproportionately affect African American and Hispanic students, and these measures do not always result in improved outcomes. Therefore, BayTech works to minimize suspensions and expulsions by promoting a positive school culture, providing social-emotional learning, and offering proactive interventions to address behavioral issues.

BayTech enforces all disciplinary policies and procedures consistently, fairly, and with respect for the individual needs of each student. Students and their parents/guardians[10] receive these policies in writing at enrollment and can request additional copies from the Principal's office. The policies are also updated annually in the Student and Family Handbook.

Key Policy Points:

Corporal Punishment: BayTech does not permit corporal punishment. Employees may only use reasonable and necessary force to protect individuals or prevent property damage.

Suspended or Expelled Students: Students who are suspended or expelled are excluded from school and school-related activities for the duration of the suspension or expulsion unless otherwise specified in writing.

Students with Disabilities: Students identified as having a disability under IDEA or Section 504 are subject to the same grounds for suspension and expulsion as general education students. However, additional safeguards and procedures are in place to comply with federal and state law, including conducting a manifestation determination meeting for students with disabilities when necessary.

[10] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Involuntary Removal: BayTech will not involuntarily remove a student from the Charter School unless a written notice is provided to the parent/guardian at least five (5) school days in advance. The notice, provided in the student's or parent/guardian's native language, will explain the grounds for removal and the right to request a hearing. If a hearing is requested, the student will remain enrolled at BayTech until a final decision is made.

"Involuntarily removed" includes disenrollment, dismissal, transfer, or termination but does not apply to disciplinary actions due to misconduct that meets the grounds for suspension or expulsion, as outlined below.

These policies and procedures support BayTech's mission of maintaining a safe, nurturing, and inclusive academic environment. They are outlined in the Student and Family Handbook and are reviewed and updated regularly to ensure compliance with all applicable laws and best practices.

C. PROCEDURES

1. Grounds for Suspension and Expulsion of Students

At BayTech, a student may be suspended or expelled for misconduct related to school activities or attendance. Such misconduct includes, but is not limited to, any conduct occurring:

- On school grounds
- While traveling to or from school
- During the lunch period, whether on or off campus
- During or while going to or coming from any school-sponsored activity

BayTech's list of offenses aligns with the provisions outlined in Education Code Section 48900 et seq. and includes expellable offenses as defined by state law. All disciplinary actions, including suspension and expulsion, comply with these legal requirements, ensuring the rights of all students are protected and due process is followed.

2. Enumerated Offenses

Discretionary Suspension Offenses

The following acts may result in a student's suspension when it is determined that the student has:

1. Caused or Threatened Physical Harm
    - Caused, attempted to cause, or threatened to cause physical injury to another person
    - Willfully used force or violence upon another person (except in self-defense)

2. Possession or Use of Prohibited Substances

    - Unlawfully possessed, used, was under the influence of, or furnished any controlled substance (Health and Safety Code Sections 11053–11058), alcoholic beverage, or intoxicant of any kind

    - Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, then sold or furnished to any person another liquid substance or material and represented same as controlled substance or alcoholic beverage or intoxicant

3. Robbery or Extortion

    - Committed or attempted to commit robbery or extortion

4. Property Damage or Theft

    - Caused or attempted to cause damage to school property or private property (including electronic files/databases)

    - Stole or attempted to steal school property or private property (including electronic files/databases)

5. Tobacco and Nicotine Products

    - Possessed or used tobacco or products containing tobacco or nicotine products (e.g., cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel), excluding the student's own prescription products

6. Obscenity and Profanity

    - Committed an obscene act or engaged in habitual profanity or vulgarity

7. Drug Paraphernalia

    - Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia (Health and Safety Code Section 11014.5)

8. Imitation Firearm

    - Possessed an imitation firearm (i.e., a replica that a reasonable person would believe to be a real firearm)

9. Witness Intimidation

- Harassed, threatened, or intimidated a student who is or may be a witness in a school disciplinary proceeding to prevent them from testifying and/or retaliate for testifying

10. Prescription Drug Misuse

    - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

11. Hazing

    - Engaged in or attempted hazing, defined as any initiation likely to cause bodily harm, personal degradation, or mental harm. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

12. Terroristic Threats

    - Made terroristic threats against school officials or school property (including electronic files/databases). For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

13. Sexual Harassment

    - Committed sexual harassment as defined in Education Code Section 212.5, deemed by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive enough to negatively impact a student's academic performance or create an intimidating, hostile, or offensive educational environment.

    - (Applicable to students in grades 6–12)

14. Hate Violence

    - Caused, attempted to cause, or threatened to cause hate violence as defined in Education Code Section 233(e)

    - (Applicable to students in grades 6–12)

15. Harassment, Threats, or Intimidation

    - Intentionally harassed or intimidated school staff, volunteers, or a student/group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, created substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6-12, inclusive.

16. Bullying (Including Cyberbullying)

    - Engaged in severe or pervasive physical or verbal acts (including communications made in writing or electronic communications, and including one or more acts committed by a student or group of students) that would be deemed hate violence or harassment, threats, or intimidation which are directed toward one or more students that has or could be reasonably predicted to have the effect of one or more of the following:

        - Cause fear of harm to person or property
        - Significantly harm a student's physical or mental health
        - Interfere with academic performance or participation in school services/activities

    - "Electronic act" includes messages, texts, images, or other electronic communications that create a credible impersonation or false profile for bullying purposes

    - "Cyber sexual bullying" includes disseminating or soliciting nude or explicit images that could cause substantial disruption or harm

17. Aiding or Abetting

    - As defined in Penal Code Section 31, aided or abetted in causing or attempting to cause physical injury to another person

    - A student adjudged by a juvenile court as an aider or abettor to a violent crime may be disciplined under these provisions

18. Possession of Dangerous Objects

    - Possessed, sold, or furnished any knife or other dangerous object with no reasonable educational use, unless the student had prior written permission from a certificated employee and concurrence from the Executive Director or designee

These guidelines reflect BayTech's commitment to student safety and well-being. Each situation is evaluated on an individual basis to ensure a fair and appropriate response.

Non-Discretionary Suspension Offenses

BayTech requires that a student be suspended and recommended for expulsion if it is determined that the student:

- Possessed, Sold, or Furnished Firearms or Destructive Devices
  Possessed, sold, or otherwise furnished a firearm, explosive, or other destructive device, unless written permission to possess such an item was granted by a certificated school employee with the Principal or designee's concurrence.

- Brandishing a Knife
  Brandished a knife at another person.

- Unlawful Sale of Controlled Substances
  Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053 et seq.

- Sexual Assault or Battery
  Committed or attempted to commit a sexual assault, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 (or former Section 288a), or committed a sexual battery, as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses

The following offenses may result in a recommendation for expulsion if it is determined that the student:

1. Physical Injury or Violence
    - Caused, attempted to cause, or threatened physical injury to another person.
    - Willfully used force or violence upon another person, except in self-defense.
2. Controlled Substances and Intoxicants
    - Unlawfully possessed, used, or was under the influence of any controlled substance (Health & Safety Code Sections 11053–11058), alcoholic beverage, or intoxicant of any kind.
    - Unlawfully offered, arranged, or negotiated to sell a controlled substance, as defined in Healthy and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise provided to any person a

different liquid substance or material while claiming it was a controlled substance, alcoholic beverage, or intoxicant.

3. Robbery or Extortion
    - Committed or attempted to commit robbery or extortion.
4. Damage or Theft of Property
    - Caused or attempted to cause damage to school or private property (including electronic files/databases).
    - Stole or attempted to steal school or private property (including electronic files/databases).
5. Tobacco Products
    - Possessed or used tobacco or nicotine products (e.g., cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel). This does not prohibit a student's own prescription products.
6. Obscenity and Profanity
    - Committed an obscene act or engaged in habitual profanity or vulgarity.
7. Drug Paraphernalia
    - Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia (Health & Safety Code Section 11014.5).
8. Imitation Firearm
    - Possessed an imitation firearm closely resembling a real firearm.
9. Witness Intimidation
    - Harassed, threatened, or intimidated a student who is or may be a witness in a school disciplinary proceeding for the purpose of preventing the student from being a witness and/or retaliating against that student for being a witness.
10. Prescription Drug Misuse
    - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
11. Hazing

- Participated in or attempted hazing, defined as an initiation method likely to cause bodily harm or personal degradation. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

12. Terroristic Threat

a) Made terroristic threats against school officials and/or property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), intending them to be taken seriously and causing fear for safety.

13. Sexual Harassment

- Committed sexual harassment (Ed. Code Section 212.5) that a reasonable person of the same gender as the victim would find sufficiently severe or pervasive enough to negatively impact academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6-12, inclusive.

14. Hate Violence

- Caused or threatened to cause hate violence as defined in Ed. Code Section 233(e). This provision shall apply to students in any of grades 6-12, inclusive.

15. Harassment, Threats, or Intimidation

- Harassed or intimidated staff, volunteers, or other students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or a hostile educational environment. This provision shall apply to students in any grades of 6 to 12, inclusive.

16. Bullying (Including Cyberbullying)

- Engaged in severe or pervasive acts (physical, verbal, or electronic) that would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has been or could be reasonably predicted to have the effect of one or more of the violence:

  - Cause fear of harm to person/property.

  - Harm a student's physical or mental health.

  - Interfere with a student's academic performance.

        - Interfere with a student's ability to participate in school activities.

    - "Electronic act" includes communication via electronic devices (phone, computer, etc.) that may involve impersonation, false profiles, "burn pages," or cyber sexual bullying.

    - "Cyber sexual bullying" refers to disseminating or encouraging the dissemination of nude/semi-nude or sexually explicit images of a minor in a harmful manner.

17. Aiding or Abetting Violence

    - Aided or abetted the infliction or attempted infliction of physical injury (Penal Code Section 31).

    - Students adjudged by a juvenile court to have aided or abetted a crime of severe physical violence may be subject to discipline accordingly.

18. Dangerous Objects

    - Possessed, sold, or furnished any knife or other dangerous object without written permission from a certificated school employee and concurrence by the Principal or designee.

Non-Discretionary Expellable Offenses

A student must be recommended for expulsion if it is determined, following the procedures outlined below, that they:

1. Firearms or Destructive Devices

    - Possessed, sold, or otherwise furnished any firearm, explosive, or destructive device without written permission from a certificated school employee, with the Principal or designee's concurrence.

    - In accordance with the Federal Gun-Free Schools Act (1994), a student who brings or possesses a firearm or destructive device on campus shall be expelled for one year, subject to due process.

2. Brandishing a Knife

    - Brandished a knife at another person.

3. Sale of Controlled Substances

    - Unlawfully sold a controlled substance listed in Health & Safety Code Section 11053 et seq.

4. Sexual Assault or Battery

    - Committed or attempted sexual assault under Penal Code Sections 261, 266c, 286, 287, 288, or 289 (or former Section 288a), or committed sexual battery under Penal Code Section 243.4.

Definitions

- Firearm: Any weapon (including a starter gun) designed to expel a projectile by explosive action; frames, receivers, silencers, any firearm muffler or silencer, and certain destructive devices. Antique firearms are excluded.

- Destructive Device: Explosives, incendiary, or poison gas devices (e.g., bombs, grenades, rockets, missiles, mines, or device similar to any of the devices described in the preceding and subsequent clauses).

- Knife: Any dirk, dagger, or similar weapon primarily for stabbing; a blade longer than 3½ inches; a folding knife with a locking blade; or a razor with an unguarded blade.

These provisions reflect BayTech's commitment to maintaining a safe and supportive learning environment.

3. Suspension Procedure

Initial Conference

- Except in emergency situations, suspension is typically preceded by a conference conducted by the Principal or designee, the student, and the student's parent/guardian. When practical, the referring teacher or staff member may also attend.

- An "emergency situation" exists if there is a clear and present danger to the safety or health of students or school personnel. In such cases, if a conference cannot be held prior to the suspension, the student and parent/guardian will be notified of the right to return to school for a post-suspension conference.

- During the conference, the student will be informed of the reasons for disciplinary action and the evidence against them and allowed to present their perspective, in line with Education Code Section 47605(c)(5)(J)(i).

- This conference will be held within two (2) school days unless the student waives this right or cannot attend (e.g., due to hospitalization). The meeting will occur as soon as the student can participate.

- No student will face additional penalties if a parent/guardian fails to attend the conference. Reinstatement from suspension is not contingent upon parent/guardian participation.

Parent/Guardian Notification

- At the time of suspension, the Principal or designee will make a reasonable effort to contact the parent/guardian by email, phone, or in person.
- Written notification will include the specific offense(s) and the expected date of the student's return. The letter will ask the parent/guardian to respond promptly if a conference is requested regarding the suspension.

Suspension Length and Expulsion Recommendations

- Suspensions (without an expulsion recommendation) will not exceed five (5) consecutive school days.
- If expulsion is recommended, the student and parent/guardian will be invited to a conference to determine whether the suspension should be extended until the expulsion hearing. This extension is only made if:
    - The student's presence would be disruptive to the educational process, or
    - The student poses a threat or danger to others.
- If either condition applies, the suspension may be extended pending the outcome of the expulsion hearing.

Student Work During Out-of-School Suspension

- In accordance with Education Code Section 47606.2(a), upon the request of the parent/guardian (or the student themselves), teachers will provide any student in grades 6–12 who is suspended for two (2) or more days with the homework that would otherwise have been assigned.
- In accordance with Education Code Section 47606.2(b), if the assigned homework is submitted on time—either upon the student's return from suspension or within the initially assigned timeframe, whichever is later—and is not graded before the academic term ends, it will not be factored into the student's overall grade.

These procedures aim to ensure fairness, protect student rights, and maintain a safe and supportive learning environment at BayTech.

4. Authority to Expel

In accordance with Education Code Section 47605(c)(5)(J)(ii), any student recommended for expulsion is entitled to a hearing before a neutral officer to determine whether expulsion is warranted. The procedures described here provide for that hearing and the required notice.

A student may be expelled by the neutral and impartial BayTech Board of Directors following a hearing before it, or by the Board upon recommendation from a neutral and impartial panel ("Administrative Panel") convened by the Executive Director (or designee). The Administrative Panel shall consist of at least three (3) certificated members who are neither the student's teacher nor members of BayTech's Board. A designated neutral chairperson will preside over the panel. If the Administrative Panel determines that a student has committed an expellable offense, it may recommend expulsion to the Board of Directors, which will make the final decision.

5. Expulsion Procedures

A student recommended for expulsion has the right to a hearing to determine whether expulsion is warranted. Unless postponed for good cause, this hearing will occur within thirty (30) school days after the Principal or designee concludes that the student has committed an expellable offense.

If an Administrative Panel conducts the hearing, it will make a recommendation to the BayTech Board of Directors, which will then render a final expulsion decision. Hearings will be held in closed session, complying with all applicable student confidentiality requirements (e.g., FERPA), unless the student or the student's parent/guardian provides a written request for a public hearing at least three (3) days before the scheduled date.

Hearing Notification

Written notice of the hearing will be sent to the student and the student's parent/guardian at least ten (10) calendar days before the hearing date. This notice is considered served once it is mailed and will include:

1. The hearing date and location.
2. A clear statement of the specific facts, charges, and offenses based on the proposed expulsion.
3. A copy of BayTech's disciplinary rules relevant to the alleged violation.
4. A reminder that the student and/or parent/guardian must inform any future school district or school of the student's expulsion status, should the student seek enrollment elsewhere.
5. An explanation of the opportunity for the student and/or parent/guardian to appear in person and/or employ legal counsel or a non-attorney representative.
6. An explanation of the right to inspect and obtain copies of all evidence and documents used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.

8. An explanation of the right to challenge any evidence presented and to offer oral or written evidence, including witness testimony, on the student's behalf.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

BayTech adheres to strict procedures in expulsion hearings involving sexual assault or battery allegations to protect the rights and well-being of all parties involved while ensuring due process.

Protection of Witness Identity and Testimony

The Administrative Panel or BayTech Board of Directors may determine that disclosing a witness's identity or testimony would subject the witness to an unreasonable risk of psychological or physical harm. If this determination is made, witness testimony may be presented in the form of sworn declarations, which:

- Shall be reviewed only by the BayTech Board of Directors or Administrative Panel.
- Shall be redacted to remove the witness's name and identifying details before being provided to the student facing expulsion.

Rights of the Complaining Witness

A complaining witness in any sexual assault or battery case shall be:

1. Provided a copy of the applicable disciplinary rules.
2. Informed of their rights, which include:
    - Receiving at least five (5) days' notice before they are scheduled to testify.
    - Up to two (2) adult support persons (e.g., a parent, guardian, or legal counsel) present during testimony.
    - Electing to testify in a closed hearing if an open session would cause serious psychological harm.

Accommodations for the Complaining Witness

To reduce stress and intimidation, BayTech will provide the following accommodations for a complaining witness:

- A separate waiting room before and during breaks in testimony.
- Breaks during testimony at the discretion of the hearing officer.
- A seating arrangement, designed to minimize intimidation during the hearing.

- Time restrictions on testimony are to occur only during school hours unless good cause is shown for other arrangements.

Confidentiality and Support Persons

- Support persons must be informed that the hearing is confidential before testimony begins.
- If a support person is also a witness, BayTech must provide evidence that:
    - The witness's presence is requested by the complaining witness.
    - The witness's presence will be helpful and not influence testimony.
- The hearing officer may:
    - Admonish or remove a support person found to be prompting, swaying, or influencing the witness's testimony.
    - Require the support person to testify before the complaining witness.

Special Considerations for Public Hearings

If a student facing expulsion requests a public hearing, the complaining witness has the right to:

- Provide testimony in a closed session if a public setting would cause serious psychological harm.
- Request alternative testimony methods, such as:
    - Videotaped depositions.
    - Live testimony from a separate location via closed-circuit television.

Admissibility of Evidence

- Evidence regarding specific instances of a complaining witness's prior sexual conduct is presumed inadmissible unless the hearing officer determines that extraordinary circumstances require its inclusion.
- Before such a determination is made, the complaining witness must be notified and given an opportunity to object.
- The complaining witness has the right to be represented by:
    - A parent/guardian
    - Legal counsel

    - Another support person

- Reputation or opinion evidence regarding the sexual behavior of the complaining witness is strictly inadmissible.

BayTech is committed to ensuring that all expulsion hearings involving sexual assault or battery allegations are conducted fairly, respectfully, and in compliance with legal protections for all parties involved.

7. Record of Hearing

A record of the expulsion hearing shall be created and may be maintained through any reliable method, including electronic recording, provided that a reasonably accurate and complete written transcription of the proceedings can be produced upon request.

8. Presentation of Evidence

BayTech ensures that expulsion hearings follow a fair and transparent process. While technical rules of evidence do not apply, only reliable and credible evidence that reasonable individuals would rely upon in serious matters may be considered.

- Expulsion recommendations must be supported by substantial evidence demonstrating that the student committed an expellable offense.

- Findings of fact shall be based solely on the evidence presented at the hearing.

- Hearsay evidence is admissible but cannot be the sole basis for an expulsion decision.

- Sworn declarations may be accepted in cases where the Board or hearing panel determines that disclosing the identity or testimony of a witness could subject them to an unreasonable risk of psychological or physical harm.

If a student requests a public expulsion hearing and the charges involve sexual assault or battery (as defined in Education Code Section 48900), the complaining witness has the right to provide testimony in a closed session to protect their privacy and well-being.

9. Expulsion Decision

- The Administrative Panel issues a written decision with findings of fact and a recommendation to the Board regarding expulsion.

- The BayTech Board of Directors makes the final expulsion decision within ten (10) school days following the hearing.

- The Board's decision is final.

If expulsion is not recommended or approved:

- The student is immediately reinstated in their educational program.

Suspension of Expulsion Order:

- The Board may suspend the enforcement of an expulsion order for up to one (1) calendar year and allow the student to return on probationary status under a rehabilitation plan.
- If the student violates school rules or commits another expellable offense, the Board may revoke the suspension and reinstate the expulsion under the terms of the original order.
- The Board shall apply the same suspension-of-expulsion criteria to all students, including students with disabilities, in alignment with Education Code Section 48917.

10. Written Notice to Expel

Following an expulsion decision, the Principal or designee shall send written notice to the student and their parent/guardian, including:

- The specific offense committed by the student.
- The parent/guardian's obligation to inform any new district of the student's expulsion status.

A copy of the expulsion decision will also be sent to the chartering authority OUSD and the student's district of residence within 30 days of the expulsion. This notice shall include the following:

- Student's name.
- Expellable offense committed.

Upon request, the Charter School will provide the student's school district of residence with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

11. Disciplinary Records

BayTech maintains records of all student suspensions and expulsions and makes them available to the chartering authority upon request.

12. No Right to Appeal

The Board of Directors' decision to expel is final, and students do not have the right to appeal.

13. Expelled Students/Alternative Education

Expelled students are responsible for seeking alternative education placements, including but not limited to:

- Programs within OUSD or the student's district of residence.

BayTech will work cooperatively with parents/guardians and work with local school districts to assist in finding appropriate placements during expulsion.

14. Rehabilitation Plans

Students who are expelled will receive a rehabilitation plan, developed by the Board at the time of expulsion. The plan may include:

- Periodic review and progress assessments.
- Requirements for readmission consideration.
- A specific date (no later than one (1) year from the expulsion) when the student may reapply for readmission.

15. Readmission or Admission of Previously Expelled Student

The decision to readmit an expelled student or to admit a student expelled from another district is at the sole discretion of the Board.

- A meeting with the Principal or designee, the student, and the parent/guardian will determine if the student:
    - Successfully completed their rehabilitation plan.
    - No longer poses a threat or disruption to the BayTech environment.
- The Principal or designee will make a recommendation to the Board.
- The Board will make the final decision in a closed session and report actions taken in compliance with the Brown Act.
- Readmission is contingent upon space availability at BayTech at the time of the request.

16. Notice to Teachers

BayTech will notify teachers of students who have engaged in or are reasonably suspected of engaging in acts listed in Education Code Section 49079 and the enumerated offenses set forth above.

17. Involuntary Removal for Truancy

BayTech is a school of choice, and students who do not attend are potentially preventing another student from enrolling.

- Students may be involuntarily removed for truancy as outlined in the Board-adopted Attendance Policy.
- Prior to any removal, BayTech will:
    - Provide notice to the student and parent/guardian.
    - Offer an opportunity for a hearing to contest removal.
- Students removed for truancy will receive a rehabilitation plan and may seek readmission under the procedures outlined above.

18. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

BayTech immediately notifies the El Dorado County Charter SELPA and coordinates all disciplinary procedures with the SELPA when disciplining a student with a known or suspected disability. This includes any student for whom BayTech or the SELPA has reason to believe may have a disability. (See Appendix 13 for SELPA Letter of Good Standing.)

Services During Suspension

Students who are suspended for more than ten (10) school days in a school year continue to receive:

- Access to the general education curriculum in an alternative setting, as outlined in their IEP or 504 Plan.
- Progress monitoring toward IEP goals and appropriate educational services.
- A functional behavioral assessment FBA and, if necessary, behavioral intervention services and modifications to prevent recurrence of the behavior.
- Services may be provided in an interim alternative educational setting ("IAES").

Procedural Safeguards

Within ten (10) school days of a recommendation for expulsion or a significant change in placement, the IEP/504 Team, parent/guardian, and relevant members of the student's support team review all relevant information, including:

- The student's IEP or 504 Plan
- Teacher observations
- Any relevant information provided by the parent/guardian

The team determines whether:

1. The conduct was caused by or had a direct and substantial relationship to the student's disability.
2. The conduct was a direct result of BayTech's failure to implement the student's IEP or 504 Plan.

If either condition applies, the behavior is determined to be a manifestation of the student's disability. In such cases, BayTech:

- Conducts a FBA and develops or modifies a behavior intervention plan.
- Returns the student to their previous placement, unless an alternative placement is agreed upon.

If the behavior is not determined to be a manifestation of the student's disability, BayTech applies the same disciplinary procedures as it would for non-disabled students, while ensuring continued access to special education services.

Due Process Appeals

A parent/guardian who disagrees with the placement decision or manifestation determination may request an expedited administrative hearing through the Office of Administrative Hearings or initiate a dispute resolution process under BayTech's 504 Policy and Procedures.

During the appeal, the student remains in the interim alternative educational setting until the hearing officer's decision or the end of the forty-five (45) day period, unless otherwise agreed.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current place of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

If BayTech believes that maintaining the student's current placement poses a substantial risk of harm, it may also request a hearing officer to order an alternative placement. The hearing officer may:

1. Return the student to their original placement.
2. Order a new placement in an interim alternative educational setting for up to forty-five (45) school days.

Special Circumstances for Immediate Removal

The Principal or designee may immediately remove a student to an IAES for up to forty-five (45) school days, regardless of whether the behavior is a manifestation of the student's disability, if the student:

- Carries or possesses a weapon at school or a school-related event.
- Knowingly possesses, uses, sells, or solicits illegal drugs or controlled substances while at school or a school function.
- Inflicts serious bodily injury on another person while at school or a school function.

The IEP/504 Team determines the IAES placement in these cases.

Consideration for Students Not Yet Eligible for Special Education

A student not identified as a student with a disability may still claim procedural safeguards if BayTech had prior knowledge of the student's disability before the incident occurred.

BayTech is considered to have knowledge of a disability if:

- The parent/guardian previously expressed concern in writing (or orally, if unable to write) that the student may require special education services.
- The parent/guardian requested an evaluation for special education services.
- A teacher or BayTech staff member raised concerns about the student's behavior to the Director of Special Education.

If BayTech had no prior knowledge of a disability, it proceeds with standard disciplinary actions. However, if an evaluation is requested, BayTech conducts an expedited evaluation, but the student remains in the assigned educational placement until the evaluation is completed.

BayTech is not deemed to have knowledge of a disability if:

- The parent/guardian previously refused an evaluation or special education services.

- The student was evaluated and found ineligible for services.

ELEMENT 11 (EMPLOYEE RETIREMENT SYSTEMS)

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

A. WORK BASIS

Employee hours per week at BayTech will be based on individual employee work agreements. Most staff work forty (40) hours per week.

B. COMPENSATION

Bay Area Technology School provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., the Charter School offers compensation that assures the successful recruitment of employees that enable the Charter School to fulfill its mission and goals. Specific salaries and stipends are determined based on employee employment agreements.

C. BENEFITS

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS employees) are provided by Bay Area Technology School, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined by individual employment agreements for all employees.

D. RETIREMENT

Eligible certificated employees participate in the State Teachers' Retirement System ("STRS"), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in the Public Employees' Retirement System ("PERS"), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. Bay Area Technology School also currently provides an option to participate in a 403(b) retirement plan with no employer match.

Bay Area Technology School will make any contribution that is legally required of the employer, including STRS, PERS, and federal social security.

ELEMENT 12 (PUPIL ATTENDANCE ALTERNATIVES)

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

ELEMENT 13 (EMPLOYEE RIGHTS OF RETURN)

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of the closure of the Charter School.

ELEMENT 14 (DISPUTE RESOLUTION)

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 *et seq.* The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue

the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the Charter between the District and Charter School, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive

such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Bay Area Technology, c/o Seth Feldman:
Bay Area Technology
1445 23rd Ave.
Oakland, CA 94606

To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Complaint and Dispute Resolution Process

BayTech has established comprehensive complaint procedures to address allegations of discrimination, legal violations, and other concerns. These procedures are designed to ensure transparency, equity, and prompt resolution. BayTech does not refer complaints to the District at any time.

Complaint Procedures

The complaint process provides clear guidelines, including:

- Defined timelines for the school's response.
- Specification of whether responses will be provided in writing.
- Identification of the party responsible for responding to complaints.
- Designation of the individual or entity responsible for making final decisions, with clarity on whether such decisions will be issued in writing.
- Appointment of an ombudsperson to handle complaints involving the Charter School leader.

These procedures are articulated in the Student and Family Handbook and are widely distributed to ensure accessibility and understanding among all stakeholders. (See Appendix 14.)

Title IX and Section 504 Compliance

BayTech is committed to compliance with Title IX of the Education Amendments of 1972 ("Title IX") and Section 504. To uphold this commitment:

- At least one employee at each school site will be designated to coordinate compliance efforts and address complaints related to Title IX and Section 504.
- All students and employees will be notified of the designated employee's name, office address, and telephone number.
- Grievance procedures will be adopted and published to provide prompt and equitable resolution of Title IX and Section 504 complaints.

ELEMENT 15 (CLOSURE PROCEDURES)

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." – Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall

4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall

inform OCS immediately upon the transfer of Charter School's employee records to the designee.

6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA

or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
    a. Name and contact of person(s) handling the liquidation;
    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
    c. An identification number that corresponds to a tag on that item;
    d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Closure Procedures

1. Designation of Responsible Entity

Upon a Closure Action, the Board designates a Closure Administrator (the Executive Director or other qualified designee) to conduct and oversee all closure-related activities. The Board may retain additional agents (e.g., independent auditor, legal counsel, records custodian) to support execution. The Board resolution identifies the designee(s), scope of authority, and funding for closure tasks.

2. Notifications

Within the timelines specified above, the Closure Administrator provides written notice of closure to: (1) parents/guardians and all majority-age/emancipated students; (2) the authorizer (OUSD Office of Charter Schools); (3) the Alameda County Office of Education; (4) the Charter SELPA; (5) retirement systems (STRS, PERS, Social Security Administration, as applicable); (6) the California Department of Education; (7) any school district responsible for serving displaced students; and (8) all employees and vendors. Notices include the effective date of closure, contact information for inquiries, the student's district of residence, how to obtain student records and transcripts, and, for CDE, a description of the circumstances of closure and the records location.

3. Student Lists and Records Transfer/Maintenance

The Closure Administrator prepares and provides to the responsible entity (and OUSD) a master list of pupils by grade level that includes, for each student, courses/classes completed, credits earned, state assessment results (e.g., CAASPP/SBAC, CAST/CAA, ELPAC), and the student's district of residence. The Charter School transfers complete, organized original cumulative pupil records to OUSD pursuant to District procedures and applicable law, including immunization records, transcripts, discipline records, special education and Section 504 records, English Learner records,

and state assessment histories. CALPADS data are updated prior to closure. A records custodian is identified for any remaining non-cumulative records consistent with District guidance.

4. Final Audit (within six months of closure)

An independent closeout audit is completed within six months of the effective closure date. The audit includes: (1) a full accounting of all assets (cash, receivables, inventory of property/equipment/other items of material value); (2) a full accounting of all liabilities (payables, debt, unpaid compensation, audit findings, other obligations); and (3) an assessment of the disposition of any restricted funds and compliance with grant terms. If permitted by the State, the closeout audit may serve as the annual audit for the fiscal year of closure. The audit is conducted by a neutral, licensed CPA under generally accepted accounting principles, and the report is provided to the authorizer and other agencies as required.

5. Net Assets and Disposition

After satisfying or otherwise addressing all liabilities, the Charter School disposes of any remaining net assets in accordance with law, grant/contract terms, and the nonprofit corporation's governing documents. District property and any assets provided by or on behalf of the District are returned to the District. Donated property is returned in accordance with donor terms. Restricted categorical funds are returned to the source consistent with law; AB 602 or other special education funds are returned to the SELPA as applicable. The Charter School submits final expenditure and performance reports for all entitlement and grant programs and provides an inventory log and liquidation plan consistent with federal and state requirements.

6. Required Annual Reports

All required annual reports due for the fiscal year of closure are completed and filed in the form and by the deadlines required by the CDE and the authorizer, including, as applicable, the preliminary budget, LCAP and annual update, interim reports, second interim, and the final unaudited actuals. Final federal, state, and local tax filings (e.g., Form 990, payroll tax returns, W-2/1099 issuance) are completed by statutory deadlines.

7. Funding of Closure Procedures

The Board allocates sufficient funds to complete all closure tasks, including notifications, records transfer, student placements support, legal and audit services, and wind-down activities. Closure costs are paid from available unrestricted funds, receivables, and allowable insurance proceeds; restricted funds are not used for unrelated obligations. If necessary, the Board may encumber or liquidate allowable assets to meet closure obligations, consistent with law, grant conditions, and District requirements.

ADDITIONAL PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District

is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In

extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
    - Preliminary budget
    - Local control and accountability plan and update
    - First interim financial report
    - Second interim financial report
    - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
    - Annual independent audit report (Ed. Code § 47605(m))
    - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
    - 20 day attendance report (Ed. Code § 47652(a))
    - Monthly attendance reports
    - Principal Apportionment Data (P1, P2, and P-Annual)
    - Monthly student exit reports (Ed. Code § 47605(e)(3))
    - Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
    - Any other reports and data as requested.
- Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

A. INTERPRETING THE CHARTER

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect unless mutually agreed otherwise by the Charter School and the District. The District and

the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good-faith fashion.

Changes in the law or the District administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes.

Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code Section47607(a)(3).

B. REVOKING THE CHARTER

The District may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

C. TERMS OF CHARTER RENEWAL PETITION

The Charter School's renewal term shall begin on July 1, 2026, and expire five years thereafter on June 30, 2031. Any material revisions to Charter School's charter shall be made by the mutual agreement of the governing board of the Charter School and the District in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the District agrees to respond to such petitions pursuant to the process, criteria, and timelines specified in Education Code Sections 47605, 47607, 47607.2, and applicable provisions of the California Code of Regulations.

FINANCE AND OPERATIONS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).

A. BUDGET AND FINANCIAL PLAN

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum. Please see the enclosed budget documents for further details. The following documents have been included in Appendix 9 - Financial Documents to support the review of this renewal petition.

- Projected Budget
- Projected Cash Flow
- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

B. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

Financial Oversight and Responsibilities

Bay Area Technology School contracts with Creative Back Office, a school fiscal consulting firm, to manage all accounting and budgeting operations. Creative Back Office is responsible for overseeing the school's financial accounting system, processing fiscal records, preparing financial reports, and handling payroll processing. All financial operations are overseen by the Executive Director to ensure compliance and fiscal accountability.

Bay Area Technology School will provide financial reports in accordance with California's Standardized Account Code Structure ("SACS"), including the First and Second Interim Reports,

Adopted Budgets, and Unaudited Actuals, as required by the Education Code. The Charter School will also provide an annual audit, including financial schedules in SACS format, to the District Superintendent of Education, the California Department of Education, and any other relevant parties as required by law.

By December 15th of each year, Bay Area Technology School will provide the District with a statement of assets and liabilities. If this information is not included in the annual audit or if the audit is not completed by this date, a separate document will be submitted.

Sources of Funds

The primary sources of funding for Bay Area Technology School come from the State of California and local in-lieu of property taxes under the LCFF, based on Average Daily Attendance. Additional funds are received from state and federal programs for special populations. Other funding sources include grants, fundraising, and food service revenue.

Financial Reporting

By July 1 each year, Bay Area Technology School will provide a draft budget for the upcoming school year to the District, including enrollment estimates and ADA assumptions. The Charter School will also provide other financial reports as required by Education Code Section 47604.33, including:

- By July 1: Preliminary budget for the current fiscal year and an annual update (LCAP) as required by Education Code Section 47606.5.
- By December 15: Interim financial report reflecting changes through October 31 and the annual independent audit report for the prior fiscal year.
- By March 15: Second interim financial report reflecting changes through January 31.
- By September 15: Unaudited final report for the preceding fiscal year, including all receipts and expenditures.

The Charter School will maintain the necessary staff and technology systems to ensure timely reporting in compliance with legal requirements and to meet inquiries from the District and other authorized agencies.

Insurance

Bay Area Technology School will maintain commercially reasonable insurance coverage, including:

- Workers' Compensation Insurance as required by California Labor Code.
- General Liability Insurance with a combined single limit of no less than $1,000,000 per occurrence, covering bodily injury, property damage, contractual obligations, products and completed operations, corporal punishment, and sexual misconduct and harassment.

The Charter School will provide evidence of this coverage to the chartering authority. These amounts may be adjusted based on recommendations from the insurer or agreements with the District.

Direct Funding

The Charter School will receive funding directly from the state as outlined in Education Code Section 47630 et seq., electing to do so under Education Code Section 47651. Any funds due to the Charter School that flow through the District will be forwarded promptly.

Concurrent Enrollment

Bay Area Technology School will not seek funding for students attending private schools that charge tuition.

C. BAYTECH FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

BayTech relocated from the King Estates Campus at 8251 Fontaine St., Oakland, CA 94605 to 1445 23rd Ave., Oakland, CA 94606 (the Palace Theater) at the start of the 2025–26 school year. Renovation of the Palace Theater began in Summer 2023 and was completed to allow for occupancy this fall. BayTech secured financing for the acquisition and renovation of the facility, with approximately 40% of the loan forgiven after seven years, and executed all required real-estate agreements. The school completed a transportation impact review and obtained all necessary City approvals, including the conditional use permits. Prior to opening, BayTech obtained a Certificate of Occupancy and all other required permits and now operates the new site in full compliance with local and state requirements. This move ended BayTech's co-location with Rudsdale Continuation High School, which had shared the King Estates campus since August 2014.

.

BAY AREA TECHNOLOGY SCHOOL
Charter Renewal Submission Appendices Cover Page
Submission Date: November 2025

Appendices Index

Appendix	Title / Contents	Description	File Name
Appendix 1 (Exhibit 1)	Local Control and Accountability Plan (LCAP)	Required by OUSD as Exhibit 1; cross-labeled for consistency.	Appendix01_LCAP_Exhibit1.pdf
Appendix 2	OUSD Petition Checklist	Confirms inclusion of all required sections and attachments.	Appendix02_OUSD_PetitionChecklist.pdf
Appendix 3a	Board Resolution	Governing board authorization.	Appendix03a_BoardResolution.pdf
Appendix 3b	DRL Certification	Confirmation of District Required Language.	Appendix03b_DRLCertification.pdf
Appendix 4	Performance Report (Narrative)	Summarizes student academic outcomes and growth trajectory.	Appendix04_PerformanceReport_Narrative.pdf
Appendix 5	Performance Report (Data)	Supporting academic data tables and charts.	Appendix05_PerformanceReport_Data.xlsx
Appendix 6	Verified Data	Evidence of measurable academic growth under state and OUSD criteria.	Appendix06_VerifiedData.xlsx
Appendix 7	WASC Accreditation Letter	Independent validation of academic rigor and program quality.	Appendix07_WASCAccreditationLetter.pdf
Appendix 8	Performance Improvement Plan (PIP)	Describes strategies for academic and operational improvement.	Appendix08_PerformanceImprovementPlan.pdf
Appendix 9	Financial Packet	Annual operating budget and three-year cash flow projections.	Appendix09_FinancialPacket.pdf
Appendix 9a	Financial Narrative (October 2025)	Provides a written overview of BayTech's fiscal condition, budgeting approach, assumptions for	Appendix09a_FinancialNarrative_2025.pdf

		revenues and expenditures, and alignment to program priorities.	
Appendix 9b	Budget & 3-Year Cash Flow Projection (October 10, 2025)	Presents detailed annual operating budget and multi-year cash flow projections showing sustainability over the renewal term.	Appendix09b_Budget_CashFlow_2025.pdf
Appendix 9c	LCFF Calculator (October 10, 2025)	Calculates expected Local Control Funding Formula (LCFF) revenues based on enrollment, ADA, and demographic assumptions.	Appendix09c_LCFFCalculator_2025.pdf
Appendix 9d	Balance Sheet (as of August 31, 2025)	Displays the school's assets, liabilities, and net position, demonstrating positive fiscal health and solvency.	Appendix09d_BalanceSheet_083125.pdf
Appendix 9e	Profit and Loss Statement (as of August 31, 2025)	Summarizes income and expenditures for the fiscal year-to-date, reflecting operational efficiency and alignment with budget projections.	Appendix09e_ProfitLoss_083125.pdf
Appendix 10	Board Member Biographies	Summaries of current governing board members.	Appendix10_BoardMemberBiographies.pdf
Appendix 11	Organizational Chart	Leadership and reporting structure.	Appendix11_OrganizationalChart.pdf
Appendix 12	School Calendar and Sample Bell Schedule	Demonstrates instructional time and compliance.	Appendix12_Calendar_BellSchedule.pdf
Appendix 13	SELPA Letter	Confirms participation and compliance with SELPA requirements.	Appendix13_SELPA_Letter.pdf
Appendix 14	Handbooks (Student/Family and Employee)	Includes both student/family and employee handbooks.	Appendix14_Handbooks_StudentEmployee.pdf
Appendix 15	Health, Wellness, and Safety Plans	Includes UCP, Title IX, HIB, and complaint procedures.	Appendix15_Health_Wellness_SafetyPlans.pdf
Appendix 16 (Exhibit B)	Evidence of Insurance	Includes Certificate of Insurance and Additional Insured Endorsement naming OUSD as an additional insured.	Appendix16_EvidenceOfInsurance_ExhibitB.pdf

Submitted by:
Bay Area Technology School (BayTech)
1445 23rd Avenue, Oakland, CA 94606

Bay Area Technology School

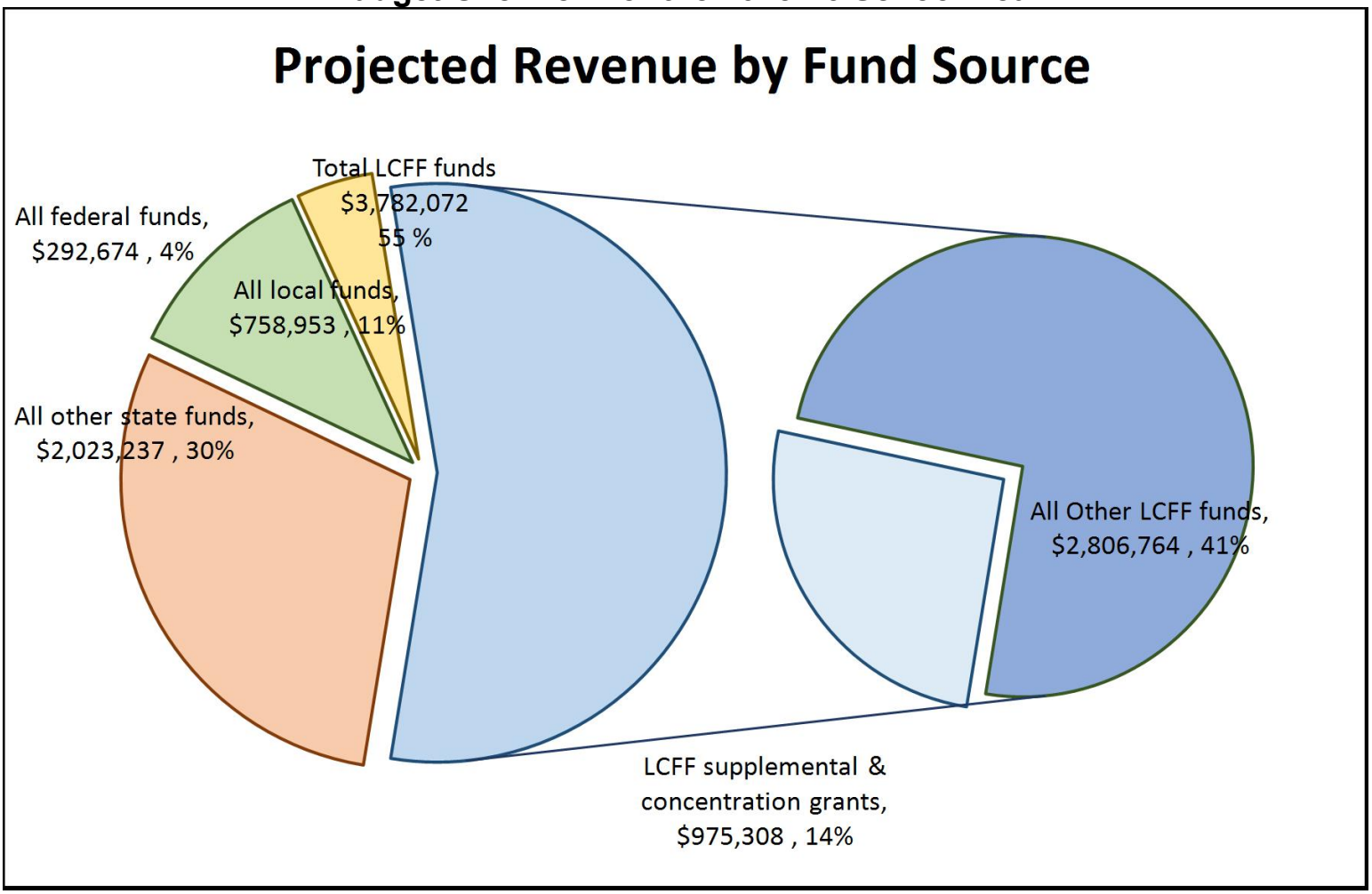
"It's going to be a great day at BayTech!"

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bay Area Technology School
CDS Code: 01 61259 0106906
School Year: 2025-26
LEA contact information:
Seth Feldman
Executive Director
sfeldman@baytechschool.org
(510) 382-9932

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

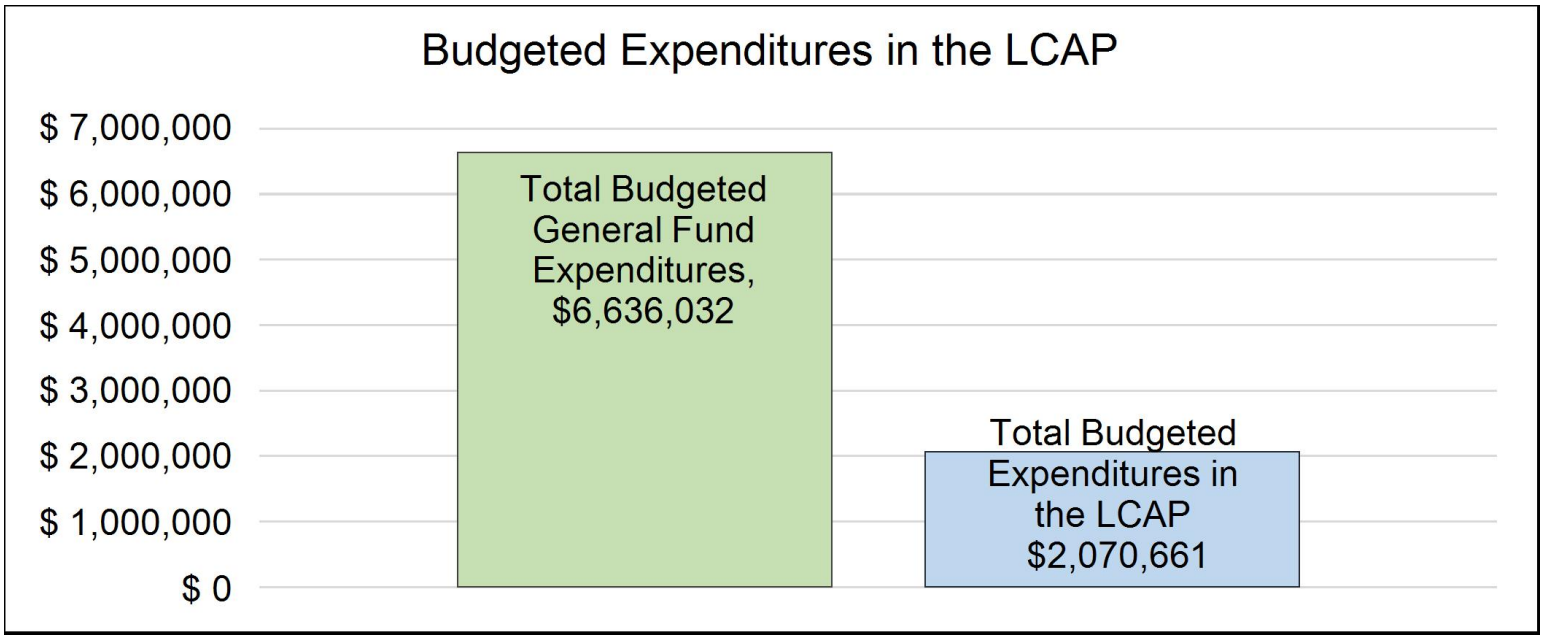


This chart shows the total general purpose revenue Bay Area Technology School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bay Area Technology School is $6,856,936, of which $3,782,072 is Local Control Funding Formula (LCFF), $2,023,237 is other state funds, $758,953 is local funds, and $292,674 is federal funds. Of the $3,782,072 in LCFF Funds, $975,308 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bay Area Technology School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bay Area Technology School plans to spend $6,636,032 for the 2025-26 school year. Of that amount, $2,070,661 is tied to actions/services in the LCAP and $4,565,371 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

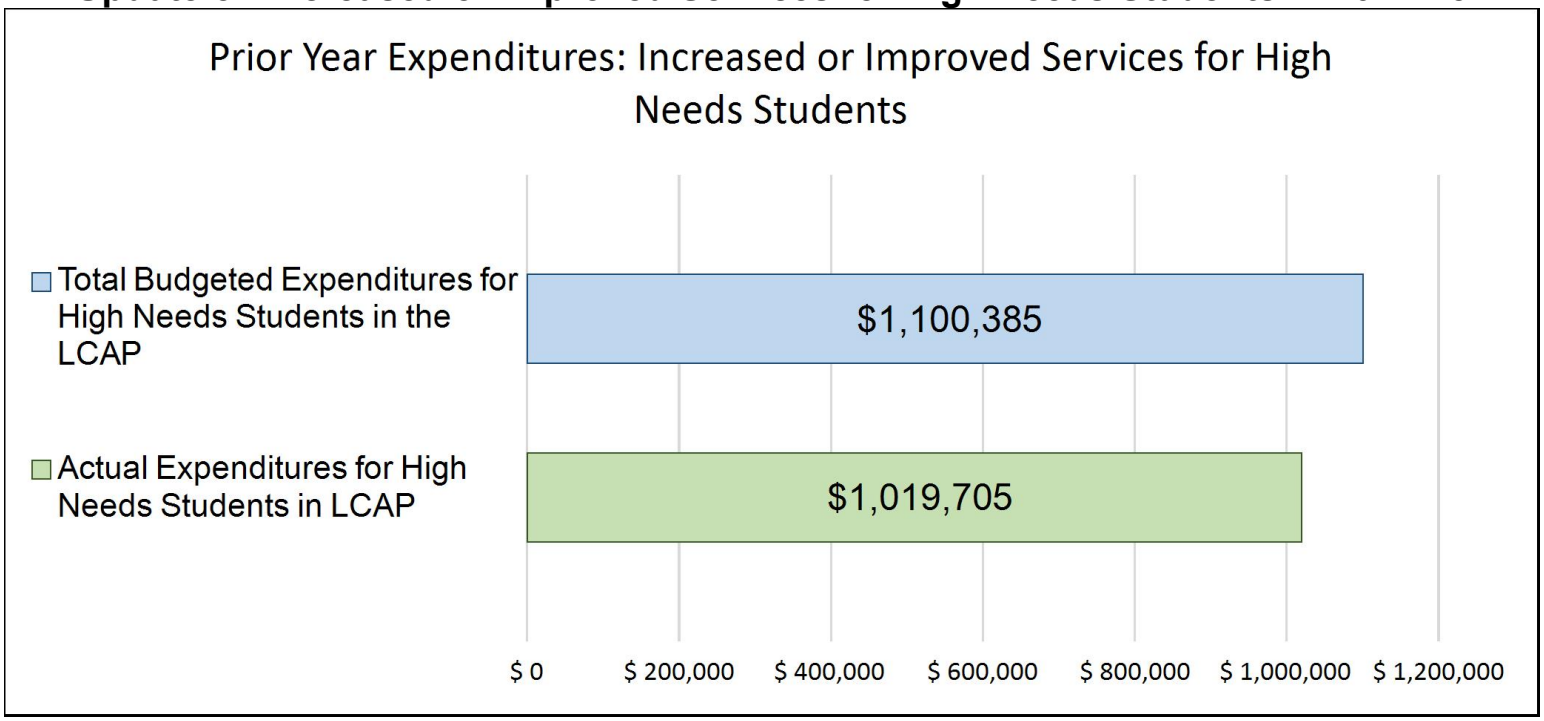
Rent, Special Education services, general teacher salaries, nutrition program, after school and summer program expenses, business, legal, and oversight expenses, equipment leases, and insurance costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bay Area Technology School is projecting it will receive $975,308 based on the enrollment of foster youth, English learner, and low-income students. Bay Area Technology School must describe how it intends to increase or improve services for high needs students in the LCAP. Bay Area Technology School plans to spend $1,136,730 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Bay Area Technology School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bay Area Technology School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Bay Area Technology School's LCAP budgeted $1,100,385 for planned actions to increase or improve services for high needs students. Bay Area Technology School actually spent $$1,019,705 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $80,680 had the following impact on Bay Area Technology School’s ability to increase or improve services for high needs students:

All services were provided as planned. The school's enrollment was lower than projected and staffing costs were reduced accordingly.

Bay Area Technology School

"It's going to be a great day at BayTech!"

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bay Area Technology School	Seth Feldman Executive Director	sfeldman@baytechschool.org (510) 382-9932

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Bay Area Technology School (BayTech) is an independent public charter school serving grades 6-12, The school opened in Fall 2004 with 78 students and has grown to serve approximately 300 students. In 2024-25 the school saw a decrease in enrollment and served 255 students with diverse needs and backgrounds: approximately 87% of students are Socioeconomically Disadvantaged; 2% are Homeless; 23% are English Learners; and 19% qualify for special education services. Approximately, 69% of students identify as Hispanic or Latino, 21% as African American, 2% as Filipino, 1% as Asian, and 2% as Two or More Races.

Our mission is to infuse assistive technology throughout our school curriculum to provide a personalized educational experience for every student to be college and career-ready. BayTech is a small close-knit community providing students with a personalized education. We emphasize open communication between our teachers and families to support students and share in their success. Students can graduate from BayTech with college credits and will have completed the UC A-G Admission Requirements.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Bay Area Technology School which is the Schoolwide Program; herein referred to as the LCAP. This plan also serves as the CSI plan for Bay Area Technology School. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Provide rigorous instruction customized to challenge and meet the needs of all students to prepare them with 21st-century college and career-ready skills; Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement; Provide an attractive, clean, safe and inviting place for the school community, so students

feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP.

The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies that will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups, which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and a particular focus on students at risk of not meeting the State academic standards.

The school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Our reflections on the 2024 CA Dashboard:

Graduation rate has maintained at 93%. This is a notable success because this 4-year cohort persevered with school attendance through the pandemic, during a time when many disadvantaged youth stopped attending school. Additionally, 100% of the 2023-24 graduating class completed the A-G requirements for admission eligibility to a UC/CSU campus. We attribute this success to the strong sense of community fostered by the small school environment and consistent outreach during distance learning to ensure students maintained their connection to the school. Additionally, as a part of its recovery from the pandemic school closures, BayTech has budgeted a full-time college and career (academic) counselor to support students through BayTech's college/career course of study. Students begin to meet with the counselor in their 8th-grade year at BayTech. This initial meeting is intended to review the student's readiness for High School and to preview the steps needed to complete a 4-year High School plan. The current academic counselor is working with all high school students to design individualized academic schedules and plans. Students are informed throughout the High School years of their graduation status and provided information to recover credits, as necessary. BayTech offers a full summer school schedule with three-three week sessions to ensure that all students who complete their Senior year of High School at BayTech are A-G compliant.

Chronic Absenteeism rate declined 14.5 percentage points from the previous year, but the overall rate remains high at 26%. BayTech has allocated more resources towards supporting increased attendance by providing transportation to students with attendance challenges. This year the school increased the number of vans providing transportation for students.

Suspension Rate declined 8 percentage points to 3.5%. BayTech provides behavior reminders via standardized posters that explain the BayTech behavior expectations, positive discipline chart, and BayTech choice reminders throughout the learning spaces and school. Incoming new Middle School students participate in a Summer SOAR (Student Orientation, Advising, and Resources) to introduce incoming students to the behavior expectations and school norms. At-home suspension is considered a last resort to respond to the behavior of students. If appropriate, the Dean of Students or Principal will assign in-school suspension as a consequence rather than out-of-school

suspension. Increased mental health support, detention, counseling, conflict mediation, and other proactive responses are implemented to decrease the need for off-campus or out-of-school suspensions.

English Language Arts achievement for all students maintained at 56 points below standard. Mathematics achievement increased 6.3 points to 111.4 points below standard.

English Learner Progress increased 12 percentage points to 41% of English learners making progress or maintaining at the highest level on the ELPAC.

All local indicators on the CA Dashboard reported "Standard Met."

Required Actions for Lowest Performing Indicators/Groups from the 2023 CA Dashboard.

The Chronic Absenteeism and Suspension indicators were 'Red' for all students and the African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. The Chronic Absence and Suspension rates needs are specifically addressed by the Goal 2 Attendance Initiatives action and the following Goal 3 actions: Daily Anchoring Program, Social Emotional Support, and Tier 1 SEL and Behavioral Supports. These actions are demonstrating effectiveness with decreases in both Chronic Absenteeism and Suspension in 2024.

English Language Arts achievement is an area of need for all students, but especially students in the African American subgroup with a 'Red' indicator on the 2023 CA Dashboard. African American ELA achievement is addressed by Action 1.3 Multi-Tiered System of Support.

English Learner Progress was 'Red' on the 2023 CA Dashboard. This need is addressed through Action 1.2 English Language Development.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Bay Area Technology is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	The parent group meets at least quarterly to review progress and provide feedback on the use of funds. Parents are surveyed at least once a year to solicit feedback. Parents also provide feedback informally through daily interactions with administrators and at school events.
Students	Students provide feedback in classroom meetings, through the student council and through Spring 2025 student surveys.
Teachers, Administrators, and Other School Personnel	The teachers, staff and administrators actively participate in the decision making process throughout the year at staff meetings and individual meetings. The decisions will take into account the needs of Bay Area Technology School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as iReady, cumulative assessments, and attendance and student demographic data to include the significant subgroups. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. The Leadership team considers all input and ensures that trends from input of each group are addressed in the plan.
SELPA	The school consults with the SELPA throughout the year at regular meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Based on the feedback of our educational partners, the following changes have been made to the LCAP:

Action 1.6 Broad Course of Study added "High school students will also have access to foreign language courses in Spanish and French." The school has always provided Spanish courses to high school students, but will add French based on student feedback that a language other than Spanish is needed.

Action 2.1 Attendance Initiatives : Administrator feedback indicates that the Pizza Days on Mondays and Fridays are driving increased attendance on those days. Staff feedback indicates that students do not eat the school lunches provided on the other days of the week by the current food vendor, so a new food vendor will be used next year. Providing palatable school meals will be included in the attendance action.

Action 2.4 Student Engagement: The school will host traditional school dances for students meeting academic/behavior criteria based on the availability of a site that can host such events and student feedback that these types of activities are an important part of a school community.

Action 3.3 Social Emotional Support: The school will provide a dedicated middle school counselor next year to provide activities and facilitate opportunities for students to strengthen their sense of belonging to the school community. Additionally, due to feedback that middle school students are more in need of social emotional learning resources than high school students, Zymbolic social emotional learning will be provided to middle school students instead of high school students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide rigorous instruction customized to challenge and meet the needs of all students in order to prepare them with 21st Century college and career ready skills.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The vast majority of our students enter decidedly below grade level, many with reading and math computational scores below the 3rd grade level. We believe that as we continue to provide fully credentialed teachers who are supported through consistent professional development on curriculum and instruction, that the rigor of classroom instruction will continue increase. We believe that by providing students with high quality curricular resources, English Language Development, a Multi-Tiered System of Support, Adaptive Online Resources, a College Preparatory program, and a broad course of study, we can reach our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately credentialed and assigned Data Source: Dataquest	72% Data Year: 2021-22	74% Data Year: 2022-23		100%	+2
1.2	% of student access to Standards Based Instructional Materials for use at home and at	2022-23 100%	2023-24 100%		100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school Data Source: SARC					
1.3	iReady math and reading tests (6-12): % of students meeting growth targets Data Source: iReady Reports	Reading 6th-8th grade: 55% met growth target Math 6th-8th grade: 85% met growth target Reading BOY % at grade level/EOY % at grade level All: 14%/27% 6 30%/35% 7 10%/29% 8 22%/38% 9 15%/45% 10 6%/19% 11 2%/9% 12 15%/27% Math BOY % at grade level/EOY % at grade level All 9%/29% 6 10%/35% 7 5%/23% 8 4%/ 43% 9 18%/51% 10 18%/27% 11 10%/14% 12 4%/22%	2024-25 Reading 6th-8th grade: 52% met growth target Math 6th-8th grade: 58% met growth target Reading BOY % at grade level/EOY % at grade level All: 15%/36%Reading Math BOY % at grade level/EOY % at grade level All: 12%/27%		50%	Reading 6th-8th grade: -3 met growth target Math 6th-8th grade: -27 met growth target Reading +9 EOY % at grade level Math -2 EOY % at grade level
1.4	% meeting or exceeding standards on ELA	2022-23 All Students: 28.72%	2023-24 All Students: 30%		All students and all numerically	All Students: +1.28 EL: -7.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP, schoolwide and for all subgroups Data Source: Dataquest	EL: 7.7% SED: 20.2% SWD: 9.4% Black or African American: 23.1% Hispanic or Latino: 32.8% Two or More Races: 11.8%	EL: 0% SED: 26.7% SWD: 0% Black or African American: 21.2% Hispanic or Latino: 34.2% Two or More Races: 13.3%		significant subgroups increase by 6 percentage points	SED: +6.5 SWD: -9.4 Black or African American: -1.9 Hispanic or Latino: +1.4 Two or More Races: +1.5
1.5	% meeting or exceeding standards on Math CAASPP, schoolwide and for all subgroups Data Source: Dataquest	2022-23 All Students: 10.5% EL: 4.3% SED: 10.8% SWD: 3.2% Black or African American: 8.9% Hispanic or Latino: 11.5% Two or More Races: 5.9%	2023-24 All Students: 15.4% EL: 2.7% SED: 15.4% SWD: 0% Black or African American: 12.1% Hispanic or Latino: 17.2% Two or More Races: 0%		All students and all numerically significant subgroups increase by 6 percentage points	All Students: +4.9 EL: -1.6 SED: +4.6 SWD: -3.2 Black or African American: +3.2 Hispanic or Latino: +5.7 Two or More Races: -5.9
1.6	% meeting or exceeding standards on CAST, schoolwide and for all subgroups Data Source: Dataquest	2022-23 All Students: 15.6% EL: 0% SED: 15% Black or African American: 8.8% Hispanic: 16.9%	2023-24 All Students: 6.8% EL: 0% SED: 6% Black or African American: 5.3% Hispanic: 7.7%		All students and all numerically significant subgroups increase by 6 percentage points	All Students: -8.8 EL: 0 SED: -9 Black or African American: -3.5 Hispanic: -9.2
1.7	% of graduates meeting UC/CSU entrance requirements Data Source: Dataquest	2022-23 All Students: 96% English Learners: 90% SED: 96% Hispanic: 93%	2023-24 All Students: 100% English Learners: 100% SED: 100% Hispanic: 100%		100%	All Students: +4 English Learners: +10 SED: +4 Hispanic: +7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% of students college ready as assessed by EAP/ CAASPP Data Source: Dataquest	2022-23 ELA: 44.2% Ready or Conditionally Ready 28.9% Not Yet Ready 26.9% Not Ready Math: 5.8% Ready or Conditionally Ready 28.9% Not Yet Ready 65.4% Not Ready	2023-24 ELA: 40% Ready or Conditionally Ready 26% Not Yet Ready 34% Not Ready Math: 7% Ready or Conditionally Ready 22% Not Yet Ready 71% Not Ready		All students and all numerically significant subgroups increase Ready or Conditionally Ready by 6 percentage points	ELA: -4.2 Ready or Conditionally Ready -2.9 Not Yet Ready +7.1 Not Ready Math: +1.2 Ready or Conditionally Ready -6.9 Not Yet Ready +5.6 Not Ready
1.9	% of AP exam participants scoring a 3 or higher Data Source: College Board Reports	2022-23 2 students received passing scores on 3 AP exams	2023-24 ELA 20% APUSH 35% AP Gov 15%		N/A We encourage students to pursue dual enrollment options.	Increased
1.10	% enrollment in courses required by the state for middle and high school Data Source: SIS Enrollment Records	2023-24 100%	2023-24 100%		100%	Maintained
1.11	# of students participating in dual enrollment courses	2023-24 25	2024-25 35		45	+10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Counselor Reports					
1.12	% of EL Students improving at least one level on ELPAC Data Source: CA Dashboard ELPI	2022-23 29%	2023-24 41%		55% (High level)	+12
1.13	EL Reclassification Rate Data Source: Dataquest	2022-23 89 EL 61 LTEL 117 RFEP	2023-24 81 EL 53 LTEL 115 RFEP		15%	EL -8 LTEL -8 RFEP -2
1.14	% of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC Data Source: Dataquest	2022-23 Level 3: 29% Level 4: 4%	2023-24 Level 3: 20% Level 4: 5%		Level 3: 25% Level 4: 34%	Level 3: -9 Level 4: +1
1.15	% of graduates demonstrating readiness for college and career Data Source: CA Dashboard	2022-23 All Students 25% English Learners 25% SED 24% Hispanic 31%	2023-24 All Students 28% English Learners 13% SED 31% Hispanic 33%		55%	All Students +3 English Learners -12 SED +7 Hispanic +2

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as planned, except professional development which was partially implemented due to time constraints created by prioritizing providing students additional instructional support.

Bay Tech teachers successfully supported English learners in making progress in English language acquisition and content knowledge. A new English class was created to provide reading intervention and English Language Development to students based on i-Ready reading data. Many of the students assigned to this class were Long Term English Learners and preliminary ELPAC data indicates that a couple of them moved to the Proficient level this year. At the high school level, the Spanish teacher is pushing into the Math class to provide English learners language support in mathematics. The Science teacher did incredible work to support English learners with vocabulary development strategies teaching Greek and Latin root words, prefixes, and suffixes, as well as frontloading the academic language. Additionally, the teacher taught students pre-reading strategies to support increased reading comprehension and sentence stems to support writing development.

The college preparatory program action continues to be successfully implemented with a two-week camp provided last summer for incoming seniors followed by a first semester college prep class that provided students a college/career planning guidebook. This summer the Executive Director will teach a Jumpstart to SAT/ACT using Luminous Learning curriculum for Juniors and Seniors. Additionally this summer, students taking the same college courses online will meet together Monday to Thursday at the new campus to take the class together.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.3 Multi-Tiered System of Support's expenditures were lower than budgeted due to the need to reduce staff based on lower enrollment this year.
Action 1.4 Adaptive Online Resources' expenditures were higher than budgeted due to hiring an employee to provide technology support directly to students and teachers this year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effective:

- The Curriculum & Instruction action has been effective as evidenced by 100% of students with access to standards-aligned instructional materials.
- The ELD action has been effective at increasing the percentage of English Learners making progress on the ELPAC 12 percentage points.

- The College Preparatory program and supports and Broad Course of Study actions are demonstrating effectiveness with 100% of 2023-24 graduates completing A-G requirements, 100% enrolled in courses required by the state for middle and high school and the percentage of students prepared for college and career as reported on the 2024 CA Dashboard increasing 3 percentage points. 35 high school students were enrolled in dual enrollment classes and a number of additional students will be taking community college courses over the summer. No Bay Tech students have failed a community college course to date.

Partially Effective:
- The Multi-Tier System of Support (MTSS), Adaptive Online Resources, and Professional Development actions are demonstrating some effectiveness with increases on the CAASPP ELA (+1.28 points) and CAASPP Math (+4.9 points) proficiency rates.

The 2024-25 i-Ready assessment data shows that the actions are effective at moving students towards grade level with a nine percentage point increase in the percentage of students at grade level this Spring compared to last year.

58% of 6th-8th graders met their annual growth target for iReady math this year, but the percentage of students meeting grade level standards decreased two percentage points from this Spring to last Spring.

However these actions are not showing effectiveness with regard to science achievement as evidenced by the decrease in proficiency rates on the CA Science Test in 2024.

Not Effective: None
None

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal, metrics, or target outcomes.

Action 1.6 Broad Course of Study added "High school students will also have access to foreign language courses in Spanish and French." The school has always provided Spanish courses to high school students, but will add French based on student feedback that a language other than Spanish is needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction	Bay Area Technology will provide standards-aligned curriculum and instructional materials to all students to ensure each student has access to a rigorous curriculum that provides the knowledge and skills to become college and career ready. The school implements a school-wide Reading for Comprehension program, focusing on common strategies across teachers.		No
1.2	English Language Development	BayTech provides a structured English Immersion program for English learners. All teachers are provided Professional Development on language acquisition strategies. Teachers provide Integrated ELD in core classes and students receive explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills through the Advanced Reading class. Additional staffing is provided to support students new to the United States in their regular classroom and in a separate setting with specific lessons on strategies students can use to access the curriculum.	$72,000.00	Yes
1.3	Multi-Tiered System of Support	BayTech provides a robust multi-tiered system of supports for students based on i-Ready reading and math assessment results and student grades. This action is designed to meet the needs of Low Income, English Learners, and African American students based on internal and state assessment results. • After school tutoring • Partnership with UC Berkeley to provide tutors for students during and after school, as well as on Saturdays. • Saturday School provides additional academic support biweekly with two or more teachers. • Teachers offer office hours for students to receive additional assistance on assignments. • Daily interactive reading period to accelerate reading fluency and comprehension.	$487,919.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Eagle period has a small group of students supported by a teacher utilizing adaptive technology for personalized instruction • Teacher aides provide lower teacher to student ratios • Advanced Reading class for reading acceleration for students who score far below grade level in reading • Students create individualized goals based on assessment data in collaboration with a teacher or staff member.		
1.4	Adaptive Online Resources	Our educational approach is based on the integration of assistive technology to provide a personalized educational experience for every student to be college and career ready. The technology aspect of our school highlights our utilization of adaptive technology to assist students in personalized learning. Utilizing adaptive technology including IReady and IXL students receive educational support in the areas of reading and math personalized to their academic level.	$190,000.00	Yes
1.5	College Preparatory Program	Bay Area Technology provides a high-quality college preparatory program with the necessary supports to ensure our Low Income, English Learners, Foster and Homeless Youth develop the mindset of college-going students and have the support they need to become college ready. BayTech provides a full-time college and career (academic) counselor to support students through BayTech's college/career course of study. Students begin to meet with the counselor in their 8th-grade year at BayTech. This initial meeting is intended to review the student's readiness for High School and to preview the steps needed to complete a 4-year High School plan. The current academic counselor is working with all high school students to design individualized academic schedules and plans. Students are informed throughout the High School years of their graduation status and provided information to recover credits, as necessary. BayTech offers a full summer school schedule with three-three week sessions to ensure that all students who complete their Senior year of High School at BayTech are A-G compliant.	$120,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-College visits or additional enrichment activities St. Mary's, SFSU, Merritt, etc. -Annual College Night -graduation coaching for all 11th/12th graders, individual college/career plans tracking credits and credit recovery plans where needed, Academic monitoring and intervention, including Saturday School -The Armed Services Vocational Aptitude Battery (ASVAB), a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military is administered annually.		
1.6	Broad Course of Study	Bay Area Technology will ensure all students are enrolled in a broad course of study that includes Arts, Technology, Leadership, Health, and Physical Education. High school students will also have access to foreign language courses in Spanish and French.	$179,935.00	Yes
1.7	P.D. & Coaching	Bay Area Technology will ensure high quality instruction to all students by providing staff professional development and coaching. The BayTech Staff participates in Summer Professional Development that includes internal PD and external PD. Our yearly professional development plan starts in the summer when staff is authorized to request a variety of professional development training opportunities. In addition, the BayTech Staff returns to campus two weeks prior to the start of the semester to ensure that they are prepared for the beginning of the year. As part of this two-week preparation for the new year, BayTech organizes and leads an internal week-long training for all BayTech staff prior to the start of the school year. This training includes an overview of the BayTech employee handbook, mandated reporter training, and SPED support service training while also addressing the mission, vision, software, school culture, and approaches to teaching and learning that are adopted by the BayTech community for the upcoming school year. The employee handbook and safety procedures are complete with expectations and clear responsibilities for staff and are reviewed during this time. The remaining time during the two weeks prior to the start of the year is dedicated to	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cross-curriculum planning, meetings with administration, lesson, and unit planning time, participation in student orientations, and supply pickups for students. During this time teachers will meet with administrators and fellow staff to develop and plan the curriculum to meet teaching styles, state standards, and learner needs. New staff also participate in a 3-day Summer Orientation during this time to fully prepare them for a position at BayTech led by a current BayTech Teacher. Throughout the school year, BayTech provides professional development to teachers on a variety of topics including curriculum implementation, differentiation strategies, and social emotional learning. Bay Tech also provides instructional coaching for teachers and BTSA coaching for new teachers.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Fostering a strong sense of community has always been a high priority at BayTech. Our students cannot learn if they do not feel safe. We believe that by fostering a strong sense of community through Attendance Initiatives, Parent Engagement, Communication, and Student Engagement we will see increased daily attendance and graduation rate, along with reduced chronic absenteeism and drop out rate. We will also see increased parent participation in school events and decision-making opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation rate Data Source: CA Dashboard	2022-23 93.10%	2023-24 92.5%		98%	-6
2.2	High School Dropout Rate Data Source: Dataquest	2022-23 7.10%	2023-24 7.5%		1%	+0.4
2.3	Attendance Rate Data Source: SIS System Reports	2023-24 92.43%	2024-25 87.80%		96%	-4.63

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic Absence Rate Data Source: CA Dashboard	2022-23 All Students 40% English Learners 42% SED 40% SWD 45% African American 53% Hispanic 33% Two or More Races 47%	2023-24 All Students 26% English Learners 33% SED 27% SWD 31% African American 22% Hispanic 27% Two or More Races 33%		<20%	All Students -14 English Learners -9 SED -14 SWD -14 African American -31 Hispanic -6 Two or More Races -14
2.5	% of staff trained in use of adopted programs, instructional strategies and communication in virtual and on-site training. Data Source: PD Sign-In Sheets	2023-24 100%	2024-25 100%		100%	Maintained
2.6	% of parents participating in parent education events, school events and activities Data Source: Sign-In Sheets	2023-24 85%	2024-25 92%		75%	+7
2.7	# of family engagement events Data Source: Calendar of Events	2023-24 20	2024-25 18		12	-2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	% of parents involved in school activities (Orientations, Parent Teacher Conferences, Parent Club Meetings) Data Source: Sign-In Sheets	2023-24 85%	2024-25 85%		85%	Maintained
2.9	% of Parents involved in decision making (School Site Council, ELAC, Surveys, etc. Data Source: Sign-In Sheets	2023-24 5%	2024-25 22%		5-10%	+17

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as planned.

Attendance Initiatives were a challenge this year for a variety of reasons. The number of lockdowns during Fall semester on the shared school campus involving another school decreased daily attendance at BayTech. Additionally, many Seniors do not need many credits for graduation, so it is difficult to motivate them to attend school every day all day. This year, there was a large senior class with a large number of students planning to attend trade school next year without a lot of meaningful activities to keep them on campus.

The school is providing Pizza Days with Dominoes pizza for lunch every Monday and Friday to promote student attendance. This initiative seems to be working with attendance increased on those days compared to previous years.

Athletic events are popular for BayTech parents and students with many attending these events. The Sports Banquet is the most highly attended Family event, and the Science Fair also brings an overwhelming majority of families to visit the school, even attracting previous students and their families. Parents attended conferences each quarter this year with the first day of Fall conferences being invitation only for

parents of students who are performing below grade level. These meetings were attended by all of the child's teachers to put in plan in place with parents to improve outcomes for the year. The second day of conferences was open to all parents with a choice of teachers to meet with in the gym for ten minutes apiece. The school also hosted multiple open houses at the new site and provided a financial aid workshop for families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 Attendance Initiatives estimated actuals were lower than budgeted expenditures due to not purchasing additional vans as planned due to the decrease in overall enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The attendance initiatives and student engagement actions at reducing chronic absenteeism 14 percentage points. We have found that the Home Visits and providing transportation are useful tools to support student attendance.

The Student Engagement and Parent Engagement actions have been highly effective at maintaining the high 4-year cohort graduation rate at 93%. However, the high school dropout rate maintained at 7%.

Overall, the parent engagement and communication actions were effective as evidenced by the large number of events that were hosted by the school and the high percentage of parents participating in these events.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2.1 Attendance Initiatives : Administrator feedback indicates that the Pizza Days on Mondays and Fridays are driving increased attendance on those days. Staff feedback indicates that students do not eat the school lunches provided on the other days of the week by the current food vendor, so a new food vendor will be used next year. Providing palatable school meals will be included in the attendance action.

Action 2.4 Student Engagement: The school will host traditional school dances for students meeting academic/behavior criteria based on the availability of a site that can host such events and student feedback that these types of activities are an important part of a school community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Initiatives	The school will provide additional staffing and resources to support students in attending school on time each day. The following are components of the attendance support plan: • Clearly communicate attendance policies to students and their families prior to the start of the school year and throughout the school year. • Award and incentivize attendance and punctuality. Students receive points for reading class in the morning when they arrive on time in dress code. Palatable food will be provided as part of the school lunch program. • Staff member calls home when students are absent. • Letters are sent home to families when students accumulate multiple absences. • Home visits or family meetings at school are held when a student has multiple absences to determine what supports are needed to get the student to school on time each day. • Transportation is provided to students who have been chronically absent.	$254,900.00	Yes
2.2	Parent Engagement	Bay Area Technology will provide Parent Education and Engagement Events that specifically benefit low income students and English Learners because the parents of these students often do not have previous college, institutional knowledge, or technological skills to provide support for their children.	$30,000.00	Yes
2.3	Communication	Bay Area Technology will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school that specifically benefit low income students and English Learners -Middle Years newsletter, to support parents of middle school students -Parent meetings for SPED transition from district -Apptegy and Parent Square communication tools (texts, emails, robocalls)	$87,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Aeries Parent Portal for communication and online enrollment -Postcards and good news phone calls to communicate when students are doing well -Translation services by office staff -Social Media Rep manages Instagram, Facebook, and X		
2.4	Student Engagement	Bay Area Technology will provide a broad range of enrichment and spirit activities for all students to foster positive school culture and student engagement. • Supplemental Transportation for school and school activities • Sports • Clubs • After-school program • Field trips: shows, museums • History months (Black, Hispanic, Middle Eastern, etc.) • Spirit Week • Talent show • School Dances • Awards ceremonies & Honor roll • Grad Night • Peer Mentoring program where high school students mentor middle school students	$110,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Fostering a strong sense of community and safety has always been a high priority at BayTech. Our students cannot learn if they do not feel safe. We believe that by fostering a strong sense of community through the Daily Anchoring program, BayTech Bridge Program, social emotional supports, Tier I SEL & Behavioral Supports and Health & Safety actions, we will see increased parent and survey results indicating a strong sense of safety and connectedness, along with reduced suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate for all students and all numerically significant subgroups Data Source: CA Dashboard	2022-23 All Students 11.50% EL 11.3% SED 11% SWD 11.4% African American 19.8% Hispanic 8% Two or More Races 8.3% Homeless 5.9%	2023-24 All Students 3.5% EL 4.1% SED 3.1% SWD 7.7% African American 6% Hispanic 2.4% Two or More Races 11.1% Homeless 5.6%		<2%	All Students -8 EL -7.2 SED -7.9 SWD -3.7 African American -13.8 Hispanic -5.6 Two or More Races +2.8 Homeless -0.3 Homeless 5.6%
3.2	Expulsion Rate Data Source: Dataquest	2022-23 0%	2023-24 0%		0%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Student survey: % of students who feel safe and connected at school	2023-24 100%	2024-25 100%		95%	Maintained
3.4	Parent Survey: % of parents satisfied with school safety and connectedness	2023-24 100%	2024-25 100%		90%	Maintained
3.5	Facility Conditions (SARC)	2023-24 Good	2024-25 Exemplary		Good	Improved

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as planned.

Behavioral supports were a challenging area this year because there were several students with challenging behaviors that needed additional support. One student eventually required more support than the school could provide and was referred to a Non-Public school to ensure his/her needs are met.

The Health and Safety action was implemented as planned and has been successful at maintaining the part of the school campus that BayTech can control. The overall campus that BayTech currently occupies is dilapidated and in need of much upkeep.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Daily Anchoring Program expenditures were zero due to not needing to purchase new books for the daily anchoring program this year.

Action 3.3 Social Emotional Support expenditures were higher than budgeted due to purchasing Zymbolic this year to support with social emotional learning.

Action 3.4 Behavioral Supports expenditures were higher than budgeted due to shifting existing staff to supporting student behavior this year.

Action 3.5 The Health and Safety expenditures were lower than budgeted due to shifting staff to support other areas of need on campus.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

These actions were effective at reducing suspension rates 8 percentage points in 2023-24.

The Goal 3 actions have also been effective based on survey results indicating 100% of parents and students are satisfied with school safety and
connectedness.

The Health and Safety action was effective in ensuring that the BayTech facility is in good repair.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 3.3 Social Emotional Support: The school will provide a dedicated middle school counselor next year to provide activities and facilitate opportunities for students to strengthen their sense of belonging to the school community. Additionally, due to feedback that middle school students are more in need of social emotional learning resources than high school students, Zymbolic social emotional learning will be provided to middle school students instead of high school students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Daily Anchoring Program	Bay Area Technology utilizes a schedule that provides time for students to engage in social emotional learning, individualized instruction, and to calm. This provides the foundation for the school program and allows for consistent communication with students anchoring them for the school day. 3 Pillars defined schedule: Pillar 1 – School-wide Reading Program at start of day; breakfast (6-8) or extended first period (9-12) reading time, when all students read the same book from the Stanford Reading Book List and Developing Character through Literature	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Pillar 2 – Adaptive technology by level, not age group, after lunch in English and Math Pillar 3 – Eagle Take-Off period to reset for the day and promote calm and serenity		
3.2	Bay Tech Bridge Program	BayTech will provide a Bridge Program during the summer for our incoming sixth and seventh graders for two weeks with a focus on study skills, scholar expectations, and fun camp activities. • Team Building activities • Enrichment Activities • High School students as Camp Leaders • Diagnostic testing, orientation, school tours • Field trips • Study skills and Scholar expectations		No
3.3	Social Emotional Support *	Bay Area Technology provides robust mental wellness, social emotional learning, and safety resources including the following: • Middle School Counselor • CARE Team • Staff mentors for students to provide a safe person to talk to • Stop It: 2-way communication for suicide prevention and to report bullying • GoGuardian filtering and monitoring software to make sure students are viewing appropriate content on the web; alerts staff/parents of students who are most at risk of suicide • Zymbolic Social Emotional Learning for Middle School students • Puberty Education program • Resources provided to meet the needs of Foster and Homeless Youth	$212,800.00	Yes
3.4	Behavioral Supports *	The school provides a proactive strategy to support positive student behaviors beginning with clearly communicating behavioral expectations	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for incoming middle school students and reinforcing the communication via standardized posters that explain the BayTech behavior expectations, positive discipline chart, EAGLES, and BayTech choice reminders throughout the learning spaces and school. All staff members are active supervisors and use strategies that defuse behaviors that could alternatively become escalated. suspension. Increased mental health support, detention, counseling, conflict mediation, home visits and other proactive responses are implemented in order to decrease the need for suspension.		
3.5	Health and Safety	To ensure the health and safety of our campus, we will ensure students have access to a school nurse and through community partnerships, we will provide access to additional health services. We will also employ a School Site Supervisor who oversees all facilities maintenance and improvements.	$135,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$975,308	$111,190

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.748%	0.000%	$0.00	34.748%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Multi-Tiered System of Support **Need:** On the 2023 CA Dashboard, English Learners were at the Yellow level for ELA scoring 58.4 points below standard and also at the Yellow level for Math scoring 123.6 points below standard.	BayTech provides a robust multi-tiered system of supports for students based on i-Ready reading and math assessment results and student grades. The school provides the supports listed below for all students, and for the specific benefit of English learners, socioeconomically disadvantaged students, African American students and Foster Youth.	1.4 & 1.5 % meeting or exceeding standards on ELA and Math CAASPP for the EL and SED subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Adaptive Online Resources **Need:** On the 2023 CA Dashboard, English Learners were at the Yellow level for ELA scoring 58.4 points below standard and also at the Yellow level for Math scoring 123.6 points below standard. **Scope:** LEA-wide	This use of technology increases services to Low Income, English Learners, Foster Youth by maximizing academic growth by using technology that provides specific instruction in areas where the assessment data indicated there are gaps in knowledge. This action is provided for the benefit of Low Income, English Learners, Foster Youth because of their specific varied academic needs, but as it will benefit all students, it is provided on a LEA-wide basis.	1.4 & 1.5 % meeting or exceeding standards on ELA and Math CAASPP for the EL and SED subgroups.
1.5	**Action:** College Preparatory Program **Need:** On the 2023 CA Dashboard, 25% of English Learners are "prepared" for college and career. 24% of Socioeconomically Disadvantaged students are prepared for college and career. Since most will be first generation college, English Learners and low income students require additional guidance and support to complete the necessary courses and the college application process. **Scope:** LEA-wide	This action provides additional staffing to support students on their pathway to college with the design of individualized academic schedules and plans This is very important for English Learners and low income students, as most will be first generation college students who have varied needs and long-term goals. However, since the action will benefit all students, it is provided on a LEA-wide basis.	1.15 % of graduates demonstrating readiness for college and career for the EL and SED subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Broad Course of Study **Need:** Low Income students, English Learners, and Foster Youth need to have access to arts, foreign language, and other courses outside the core content areas to provide a rich schema to enhance reading comprehension, as well as to prepare them for life beyond high school. **Scope:** LEA-wide	The action provides additional staffing to teach elective courses.	% of graduates meeting UC/CSU entrance requirements
1.7	**Action:** P.D. & Coaching **Need:** On the 2023 CA Dashboard, English Learners were at the Yellow level for ELA scoring 58.4 points below standard and also at the Yellow level for Math scoring 123.6 points below standard. **Scope:** LEA-wide	This action provides increased staffing to provide professional development that supports teacher implementation of data-based instruction that targets the specific needs of English Learners and Socioeconomically Disadvantaged students.	1.4 & 1.5 % meeting or exceeding standards on ELA and Math CAASPP for the EL and SED subgroups.
2.1	**Action:** Attendance Initiatives **Need:** In 2022-23 English Learners had a 42% chronic absence rate and Socioeconomically	The school will provide additional staffing and resources to support English Learners and Socioeconomically Disadvantaged Student Subgroups in attending school on time each day. The action will benefit all students so it is provided on a LEA-wide basis.	2.4 Chronic Absence Rate for English Learners and Socioeconomically Disadvantaged Student Subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged Students had a 40% chronic absence rate. **Scope:** LEA-wide		
2.2	**Action:** Parent Engagement **Need:** Parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. **Scope:** LEA-wide	Bay Area Technology will provide Parent Education and Engagement Events that specifically benefit low income students and English Learners because the parents of these students often do not have previous college, institutional knowledge, or technological skills to provide support for their children. The action will benefit all students so it is provided on a LEA-wide basis.	2.6 % of parents participating in parent education events, school events and activities 2.7 # of family engagement events
2.3	**Action:** Communication **Need:** Parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. **Scope:**	This action provides additional staffing to provide regular communication with families in a language that is understood. The action will benefit all students so it is provided on a LEA-wide basis.	2.8 % of parents involved in school activities (Orientations, Parent Teacher Conferences, Parent Club Meetings)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Student Engagement **Need:** In 2022-23 English Learners had a 42% chronic absence rate and Socioeconomically Disadvantaged Students had a 40% chronic absence rate. **Scope:** LEA-wide	This action provides additional services to the EL and SED subgroups by providing a broad range of enrichment and spirit activities to foster positive school culture and student engagement. This sense of engagement will support regular school attendance. The action will benefit all students, so it is provided on a LEA-wide basis.	2.4 Chronic Absence Rate for English Learners and Socioeconomically Disadvantaged Student Subgroups
3.1	**Action:** Daily Anchoring Program **Need:** On the 2022-23 CA Dashboard, both English Learners and Socioeconomically Disadvantaged students have Red indicators due to very high suspension rates. **Scope:** LEA-wide	This action provides additional materials that allow students to engage in social emotional learning, individualized instruction, and to calm. This provides the foundation for the school program and allows for consistent communication with students anchoring them for the school day. This strong, consistent foundation is especially beneficial for English learners and low income students, but is provided on a LEA-wide basis because it benefits all students.	Suspension Rate for English Learners and Socioeconomically Disadvantaged subgroups
3.3	**Action:** Social Emotional Support * **Need:** On the 2022-23 CA Dashboard, both English Learners and Socioeconomically Disadvantaged students have Red indicators due to very high suspension rates.	This action provides additional staffing to support students in developing safe decision-making and conflict management skills. These skills are especially beneficial for English learners and low income students, but is provided on a LEA-wide basis because it benefits all students.	Suspension Rate for English Learners and Socioeconomically Disadvantaged subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** Behavioral Supports * **Need:** On the 2022-23 CA Dashboard, both English Learners and Socioeconomically Disadvantaged students have Red indicators due to very high suspension rates. **Scope:** LEA-wide	This action provides additional staffing to provide active supervisors and use strategies that defuse behaviors that could alternatively become escalated. suspension. Increased mental health support, detention, counseling, conflict mediation, home visits and other proactive responses are implemented in order to decrease the need for suspension. This support is especially beneficial for English learners and low income students, but is provided on a LEA-wide basis because it benefits all students.	Suspension Rate for English Learners and Socioeconomically Disadvantaged subgroups

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Language Development **Need:** In 2022-23, 29% of EL Students improving at least one level on ELPAC. **Scope:**	Additional staffing is provided to support students new to the United States in their regular classroom and in a separate setting with specific lessons on strategies students can use to access the curriculum. Additional staffing is also provided to meet the needs of English Learners and Long Term English Learners to ensure they continue to progress in language acquisition.	1.12 % of EL Students improving at least one level on ELPAC 1.14 % of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Bay Tech is a single school LEA with over 55% of the student population identified as foster youth, English learners, and/or low-income students. Bay Tech is using the additional concentration grant add-on funding to increase staff that provides direct services to students through the following action:

Goal 1, Action 3 Multi-Tiered System of Support adds staffing that provide intervention services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,806,764	$975,308	34.748%	0.000%	34.748%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,256,730.00	$683,577.00	$0.00	$130,354.00	$2,070,661.00	$1,377,661.00	$693,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Instruction	All	No			All Schools	Ongoing								
1	1.2	English Language Development	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Ongoing	$72,000.00	$0.00	$72,000.00				$72,000.00	
1	1.3	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$487,919.00	$0.00	$307,965.00	$122,277.00		$57,677.00	$487,919.00	
1	1.4	Adaptive Online Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,000.00	$65,000.00	$190,000.00				$190,000.00	
1	1.5	College Preparatory Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$120,430.00	$0.00	$60,215.00	$60,215.00			$120,430.00	
1	1.6	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$176,935.00	$3,000.00	$83,750.00	$96,185.00			$179,935.00	
1	1.7	P.D. & Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$55,000.00	$15,000.00	$25,000.00		$15,000.00	$55,000.00	
2	2.1	Attendance Initiatives	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$139,900.00	$115,000.00	$15,000.00	$239,900.00			$254,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	**2.2**	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
2	**2.3**	Communication	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$87,677.00	$0.00	$30,000.00			$57,677.00	$87,677.00	
2	**2.4**	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$40,000.00	$70,000.00	$110,000.00				$110,000.00	
3	**3.1**	Daily Anchoring Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	**3.2**	Bay Tech Bridge Program	All	No			All Schools	Ongoing								
3	**3.3**	Social Emotional Support *	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$97,800.00	$115,000.00	$112,800.00	$100,000.00			$212,800.00	
3	**3.4**	Behavioral Supports *	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$125,000.00	$100,000.00	$25,000.00			$125,000.00	
3	**3.5**	Health and Safety	All	No			All Schools	Ongoing	$0.00	$135,000.00	$120,000.00	$15,000.00			$135,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,806,764	$975,308	34.748%	0.000%	34.748%	$1,136,730.00	0.000%	40.500 %	**Total:**	$1,136,730.00
								LEA-wide Total:	$1,064,730.00
								Limited Total:	$72,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Curriculum and Instruction				All Schools		
1	**1.2**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$72,000.00	
1	**1.3**	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$307,965.00	
1	**1.4**	Adaptive Online Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
1	**1.5**	College Preparatory Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,215.00	
1	**1.6**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,750.00	
1	**1.7**	P.D. & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.2	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.3	Communication	Yes	LEA-wide	English Learners Low Income	All Schools	$30,000.00	
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
3	3.1	Daily Anchoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Bay Tech Bridge Program				All Schools		
3	3.3	Social Emotional Support *	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,800.00	
3	3.4	Behavioral Supports *	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.5	Health and Safety				All Schools	$120,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,335,885.00	$1,150,108.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum and Instruction	No		
1	**1.2**	English Language Development	Yes	$70,100.00	$66,300.00
1	**1.3**	Multi-Tiered System of Support	Yes	$631,795.00	$529,500.00
1	**1.4**	Adaptive Online Resources	Yes	$76,300.00	$146,708.00
1	**1.5**	College Preparatory Program	Yes	$237,795.00	$152,583.00
1	**1.6**	Broad Course of Study	No	$150,000.00	$155,017
1	**1.7**	P.D. & Coaching	Yes	$77,000.00	$70,000.00
2	**2.1**	Attendance Initiatives	Yes	$299,000.00	$ 131,692.00
2	**2.2**	Parent Engagement	Yes	$32,300.00	$ 30,681.00
2	**2.3**	Communication	Yes	$76,900.00	$ 70,868.00
2	**2.4**	Student Engagement	Yes	$109,400.00	$ 93,959.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Daily Anchoring Program	Yes	$5,000.00	$ 0.00
3	**3.2**	Bay Tech Bridge Program	No	$30,000.00	$30,000.00
3	**3.3**	Social Emotional Support *	Yes	$202,000.00	$ 244,283.00
3	**3.4**	Behavioral Supports *	Yes	$38,295.00	$ 198,333.00
3	**3.5**	Health and Safety	No	$300,000.00	$ 135,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$897,461.00	$1,100,385.00	$1,019,705.00	$80,680.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	English Language Development	Yes	$70,100.00	$66,300.00	0%	0%
1	1.3	Multi-Tiered System of Support	Yes	$420,795.00	$319,250.00	0%	0%
1	1.4	Adaptive Online Resources	Yes	$76,300.00	$146,708.00	0%	0%
1	1.5	College Preparatory Program	Yes	$158,795.00	$73,583.00	0%	0%
1	1.7	P.D. & Coaching	Yes	$25,000.00	0.00	0%	0%
2	2.1	Attendance Initiatives	Yes	$87,500.00	$15,792.00	0%	0%
2	2.2	Parent Engagement	Yes	$27,300.00	$30,681.00	0%	0%
2	2.3	Communication	Yes	$76,900.00	$70,868.00	0%	0%
2	2.4	Student Engagement	Yes	$109,400.00	$93,959.00	0%	0%
3	3.1	Daily Anchoring Program	Yes	$5,000.00	0.00	0%	0%
3	3.3	Social Emotional Support *	Yes	$5,000.00	$4,231.00	0%	0%
3	3.4	Behavioral Supports *	Yes	$38,295.00	$198,333.00	0%	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,587,048.00	$897,461.00	0.00%	34.691%	$1,019,705.00	0.000%	39.416%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Appendix A – OUSD Petition Checklist

Charter School:	Bay Area Technology School (BayTech)
CDS Code:	01612590118556
Submission Date:	November 4, 2025
Renewal Term:	July 1, 2026 – June 30, 2028
Authorized Representative:	Seth Feldman, Executive Director
Contact Information:	sfeldman@baytechschool.org I (800) 741-2287

Verification	Included
All 15 Charter Elements (Ed. Code §47605(c)(5))	✓
District Required Language (DRL)	✓
Performance Report (Narrative & Data)	✓
Verified Data Appendix	✓
Financial Packet (Annual Budget & 3-Year Cash Flow)	✓
Performance Improvement Plan (PIP)	✓
LCAP (Exhibit 1)	✓
SELPA Letter	✓
Health, Wellness, and Safety Plans	✓
Handbooks (Student/Family & Employee)	✓
Board Resolution Authorizing Submission	✓
Redline Petition Uploaded to Epicenter	✓
Cover Letter Included	✓

I certify that the information above is true and complete, and that all required components of the charter petition renewal submission have been provided to the Oakland Unified School District in accordance with Education Code §47605(b).

Prepared by:	Bay Area Technology School
Certifying Administrator:	Seth Feldman, Executive Director
Date:	November 4, 2025

Appendix 3a Board Resolution

BAYTECH

Bay Area Technology School
1445 23rd Ave, Oakland Ca, 94606
www.baytechschool.org | 1 - 800 - 741 -BATS (2287)

November 3, 2025

6:00 Closed Session

6:30 Open Session

Meeting Location:

1445 23rd Avenue

Rm. 201

Oakland, CA 94606

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Corporate Board of Directors, may request assistance by contacting Bay Area Technology School, 1445 23rd Avenue, Oakland, CA, (800) 741-2287 or dlozano@baytechschool.org

The public, including the public attending a teleconference location, are invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on.

A. CALL TO ORDER -

- Meeting called to order by Kevin Pardo at 6:09pm

B. ROLL CALL -

- Christina Filios Yiannakopoulos, Shannon Ortland, Lily Bramble, Kevin Pardo, Ambar Merino, Cindy Barisione and Dr. Li Moon (on Zoom)

C. APPROVAL OF AGENDA for Regular Board Meeting for November 3, 2025.

- Bramble motioned to approve the agenda for the November 3, 2025 regular board meeting. The motion was seconded by Ortland. The motion was approved 7-0.

D. PUBLIC COMMENTS ON ITEMS ON THE AGENDA

- There were no public comments

E. PUBLIC ANNOUNCEMENT OF ITEMS FOR CLOSED SESSION

- There were no items for closed session

FOR POTENTIAL DISCUSSION AND POSSIBLE ACTION

i. Matters Related to Students (Education Code §35146, §48912, §49070)

- *The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may hear matters related to student suspensions/other disciplinary actions, student grade change appeals, and confidential student matters according to CA Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.*

ii. Public Employee Discipline/Dismissal/Release/Updates (Government Code §54954.5, §54957)

iii. Conference with Legal Counsel—Anticipated Litigation (Government Code §54956.9 (d)(2) or (3))

iv. Public Employee Performance Evaluation (Government Code §54957)

F. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

Remarks for closed session items shall be limited to no more than one (1) minute. Please turn your comment card into the Board Secretary prior to this agenda item.

G. CLOSED SESSION

H. RECONVENE TO OPEN SESSION -

I. PUBLIC REPORT OF ACTION TAKEN IN CLOSED SESSION

J. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA

The public, including public attending a teleconference location, are invited to address the Board regarding items not listed on the agenda. No individual presentation shall be for more than one (1) minute, and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Please turn your comment card into the Board Secretary prior to this agenda item.

There are no public comments.

K. REPORTS

1.0 Correspondence - None

2.0 Executive Director's Report

2.1. Charter Renewal

- Introduction of Jaime Colly, consulting for BayTech's Charter Renewal
- College Acceptances--have been strong; ACT/SAT/ASVAB have been given on campus
- 10-12th-grade parent nights have been held. 12th-grade night was a huge success.
- Parent/Teacher Conferences were last week
- **BOARD EVALUATION--you must fill this out**

  https://docs.google.com/forms/d/e/1FAIpQLSf-NEXGu6Hxz2DL95TiF-SNAfWhNBOZyyUnAzNw712BmPgS9A/viewform

- PIP
- Renewal Application
- 1st iteration of Deck.Renewal

Bay Area Technology School – Charter Renewal 2026–2028.pptx

- Preview of what the presentation will look like
- Site visit from OUSD is tomorrow, November 4th
- Asking for 2 year renewal
- Advising staff and family members of BayTech to attend the next OUSD Board meeting
- Don't want to provide anyone with talking points. Would like them to be authentic and speak from the heart
- Anticipated date of public hearing is from 1-60 days as a special meeting

L. NEW BUSINESS

M. ITEMS SCHEDULED FOR CONSENT

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them.

1.0 Check Register Sept - Oct 2025

2.0 OCT Personnel Report

- Pardo motioned to approve all the items for consent. The motion was seconded by Bramble. The motion was approved 7-0.

N. INFORMATION (I) / DISCUSSION (D) / ACTION (A) ITEMS

1.0 Approval of Charter Petition (Action Item)
- 1.1. Cover Letter (Information)
- 1.2. Appendix 4 - Performance Report Narrative (Information)
- 1.3. Appendix 5 - Performance Report Data (Information)

- Brambled moved as the Board of Education of Bay Area Technology school to approve the enclosed Charter Renewal Application and Petition, the cover letter, items under Agenda 1.0 (1.1, 1.2 and 1.3) as well as the suggested resolutions of 6.0 and 7.0 which is required for submission to the Oakland Unified School District as well as instructs the Executive Director to submit a Charter Renewal Application as required for the Charter Renewal process. The motion was seconded by Pardo. The motion was approved 7-0.

2.0 Approval of Performance Improvement Plan (Action Item)

- Ortland moved as the Board of Education of Bay Area Technology school to approve the enclosed Performance Improvement Plan as well as the suggested resolutions of 4.0 and 5.0 which is required for submission to the Oakland Unified School District as well as instructs the Executive Director to include the Performance Improvement Plan in BayTech's Charter Renewal application. The motion was seconded by Bramble. The motion was approved 7-0.

Board Member Merino left at 7:17pm

3.0 Approval of Proposals from Creative Back Office
- 3.1. General Back Office Services
  - Core back office services are the same since 2018. It will be for a 2yr agreement
- 3.2. Palace Theater Project Hours
  - Pardo motioned to approve the proposals from Creative Back Office for services and project hours. Ortland seconded the motion. The motion was approved 5-0

4.0 **SUGGESTED RESOLUTIONS**: The Bay Area Technology School ("BayTech") Board of Education approves the Performance Improvement Plan (PIP), which is required for submission to the Oakland Unified School District for Charter Renewal.

5.0 **SUGGESTED RESOLUTION:** The Board of Education of the Bay Area Technology School ("BayTech") instructs the Executive Director to include the Performance Improvement Plan in BayTech's Charter Renewal Application.

6.0 **SUGGESTED RESOLUTION:** The Board of Education of the Bay Area Technology School ("BayTech") approves the enclosed Charter Renewal Application, which is required for submission to the Oakland Unified School District for BayTech's Charter Renewal.

7.0 **SUGGESTED RESOLUTION:** The Board of Education of the Bay Area Technology School ("BayTech") instructs the Executive Director to submit a Charter Renewal Application as required for the Charter Renewal process

O. ADJOURNMENT -

- Bramble motioned to adjourn the meeting @ 7:48pm. Pardo seconded the motion. The motion was approved 5:0

This agenda has been posted at the following locations;

- BayTech School Website: www.baytechschool.org
- On The School Board Meeting Bulletin Board at 1445 23rd Avenue, Oakland, CA 94606

If you need special assistance to attend the meeting, please notify Ms. Dessiee Lozano by email, dlozano@baytechschool.org or by phone, 1-800-741-2287 (BATS), to make arrangements and accommodate your disability. 72 Hours prior to each Board meeting, a copy of all available documents supporting the agenda items are available on The School Board Meeting Bulletin Board at 1445 23rd Avenue, Oakland, CA and https://www.baytechschool.org/o/baytech-charter-school/browse/165538

Appendix 3 – District Required Language (DRL) Certification

Bay Area Technology School

Charter Renewal Petition (2026–2028)

In accordance with Oakland Unified School District Board Policy 0420.4 and Education Code Section 47605(b), the undersigned hereby certifies the following:

1. The District Required Language (DRL) provided by the Oakland Unified School District has been fully reviewed, accepted, and incorporated verbatim into the Bay Area Technology School charter renewal petition for the term July 1, 2026, through June 30, 2028.

2. No edits, deletions, or modifications have been made to any required clauses, except where explicitly permitted by the OUSD Office of Charter Schools.

3. The DRL appears in the appropriate sections of the petition corresponding to the 15 required charter elements under Education Code §47605(c)(5), and aligns with all current statutory and district policy requirements.

4. Bay Area Technology School affirms its understanding that inclusion of the DRL is a condition of petition completeness and a prerequisite for consideration of renewal by the OUSD Board of Education.

Certification

Authorized Representative:	Seth Feldman, Executive Director
Charter School:	Bay Area Technology School
Date:	November 4, 2025
Signature:	

2025-26 Charter Renewal Performance Report

Open Response Questions - Bay Area Technology School

1: INSTRUCTION

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

BayTech has implemented a set of unique, research-aligned instructional practices that have driven measurable improvement in student outcomes, particularly among historically underserved subgroups. These gains are particularly evident in BayTech's internal benchmark assessments, which show accelerated growth across core content areas.

Accelerated Growth in Core Academic Areas
Internal benchmark data show that BayTech students are demonstrating accelerated progress in ELA and math. In 2024-25, the median student achieved 271% of their expected annual typical growth in ELA, with African American students at 263% and socioeconomically disadvantaged students at 317%. In math, the median student achieved 264% of expected growth, including 278% for SED students and 217% for African American students. These results reflect the school's focus on early identification, data-driven instruction, and differentiated interventions.

Integrated Assistive Technology Ecosystem
BayTech maintains a tech-enhanced learning model that fuses adaptive software with teacher-led instruction. The school continues to leverage over 10 assistive technology tools, such as NoRedInk, Edmentum, and iReady, to support personalized learning pathways. For example, students engage with leveled readings (e.g., via The New York Times UpFront Magazine) that allow all learners to access the same article at their individual instructional level. Teachers integrate platform-generated insights into lesson planning and interventions.

Vertically Aligned and Rigorous Curriculum Design
BayTech implements vertically aligned curricula across grades 6-12 in both ELA (Edge/SpringBoard) and math (Carnegie Learning), ensuring that students build a cohesive foundation of skills over time. Instruction is intentionally sequenced across grade levels, and interdisciplinary collaboration is built into the planning to reinforce academic vocabulary and critical thinking across subjects.

Rather than offering a minimum pathway to graduation, BayTech has raised its internal standards above the baseline UC A-G requirements. Students on the college-bound track are expected to complete four years of math (including Calculus and Statistics), four years of science, three years of history, and three years of world languages. These high expectations are reinforced through summer advancement programs, such as Algebra Jumpstart and SAT/ACT Prep Camp, as well as dual enrollment and AP coursework.

This vertically integrated and rigorous instructional framework ensures that students graduate not only college-eligible but also college-ready, having consistently worked at or above grade-level expectations throughout their academic journey at BayTech.

Early Identification Through Universal Screening
BayTech is a regional leader in proactive screening practices. All students undergo schoolwide dyslexia screening using the LexPlore platform, which tracks eye movement and uses AI to flag risk indicators for reading disabilities and ADHD. Additionally, all students receive schoolwide hearing and vision screenings to identify early barriers to learning. These data points inform referrals to the CARE Team, the school's weekly multi-disciplinary support committee.

Built-In Structures for Differentiation and Inclusion
Classroom instruction is structured around the Interactive Direct Instruction model, which combines explicit instruction with active student engagement, group work, and independent practice. The BayTech-patented lesson model guides teachers through a

tiered sequence of delivery, assessment, and feedback cycles. This framework supports differentiated instruction and has proven particularly effective for English Learners and students with IEPs.

These instructional practices have yielded measurable results: BayTech's graduation rate reached 96.2% in 2024=25, and all graduates met UC A-G requirements. The school has also seen accelerated growth in literacy and math across multiple subgroups, including English Learners and African American students. Together, these initiatives demonstrate BayTech's commitment to excellence, equity, and innovation.

Advanced Humanities for Middle School Literacy Intervention
BayTech's "Advanced Humanities" course is a unique intervention for middle school students identified as reading below grade level but close to proficiency. Rather than pulling students out or tracking them, this course uses the Standards Plus curriculum to accelerate literacy acquisition in a humanities context. It is taught in small cohorts (8:1 student-teacher ratio) by credentialed teachers, blending high expectations with targeted support. This model removes stigma and builds confidence while improving reading comprehension, vocabulary, and academic writing skills.

Structured Academic Support and Accountability
BayTech is among the few schools in its region to have a board-approved calendar with 21 Saturday school days. These Saturdays serve as built-in academic interventions and enrichment opportunities. They are complemented by a five-week grading cycle and corresponding parent-teacher conferences, ensuring frequent checkpoints and timely feedback for families. This structure helps identify struggling students early and maintain high levels of parent engagement.

Schoolwide Science Fair and Cross-Curricular Integration
BayTech hosts an annual science fair for grades 6-12 that integrates English, math, science, and art standards. Each year's theme is rooted in data analysis and critical thinking. Students generate original research, analyze findings, and present their conclusions in professional formats. This schoolwide initiative builds cross-disciplinary skills and pride in academic achievement.

Targeted Instruction Through the Eagle Period
BayTech's "Eagle period" is a daily, graded class built into the master schedule for all students in grades 6-12. It provides differentiated, standards-based instruction in English Language Arts and mathematics based on real-time performance data. Students receive targeted support or enrichment aligned with their instructional level, while teachers use progress monitoring data to inform lesson plans and groupings. This period is tightly integrated with assistive technology platforms like i-Ready and Study Island, and it is a core component of the school's multi-tiered system of support.

2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

Resilience and Student Attendance
Bay Area Technology School has demonstrated remarkable resilience under challenging circumstances, particularly during its time at the shared King Estates campus. Despite severe disruptions and multiple lockdowns, including a tragic on-campus incident involving gun violence, BayTech sustained consistent student attendance and engagement.

Following the transition to its new permanent facility, BayTech has continued to improve attendance, maintaining an Average Daily Attendance of approximately 93%. This upward trend reflects the school's strengthened sense of safety, stability, and belonging. It also underscores the effectiveness of BayTech's outreach and family engagement efforts, as well as the dedication of staff to ensuring students feel supported and secure in attending school every day.

Recognition for Technological Innovation
BayTech received the distinguished "Edu Jedi Gainer Award" from the Learning Counsel, recognizing the school's innovative

integration of technology in classrooms. Significantly, BayTech was the only non-Title I school in California to receive this award, typically granted to schools in affluent districts such as Silicon Valley and Orange County. This distinction underscores BayTech's exceptional use of assistive technology to enhance student learning and outcomes.

Robust Athletic Program and Academic Integration
BayTech's athletic program is central to its high school culture, with over 50% of students participating in at least one sport. Notably, the athletic program correlates strongly with academic success: approximately 90% of the school's top-performing students participate in athletics, and consistently, the school's valedictorians and salutatorians have been multi-sport athletes. Additionally, over the past seven years, 100% of valedictorians have attended BayTech since sixth grade, highlighting the school's ability to cultivate sustained academic and extracurricular excellence from middle through high school.

Diverse Faculty Representation
BayTech takes pride in its faculty diversity. Approximately 30% of teachers identify as African-American, and about 80% BIPOC, resulting in a teaching staff composed primarily of educators of color. This significant representation ensures culturally responsive teaching practices, positively influencing student engagement and fostering an inclusive school climate.

Unique Transportation Program
Recognizing transportation as a barrier for many students, BayTech offers a comprehensive transportation service —the only such program in Oakland schools. Expanding to two vans this year (2025-26), this program accommodates roughly 100 students, representing about 45% of the total student population, thus significantly improving student access and attendance.

AP and Standardized Testing Success
BayTech emphasizes student preparation for rigorous academic challenges, as evidenced by their AP U.S. History passage rates, which meet or exceed national averages (40% passage rate compared to 38% nationally). Additionally, the school offers the SAT and ACT exams twice annually and hosts the ASVAB on campus, ensuring students have broad access to college- and career-readiness assessments.

Leadership and Peer Mentorship Initiatives
BayTech has institutionalized leadership development and peer mentorship through structured classes starting in the ninth grade. Twelfth graders mentor ninth graders, and eleventh graders mentor eighth graders, with courses facilitated by qualified PPS counselors. These mentorship programs enhance student engagement, foster a supportive community atmosphere, and provide leadership development opportunities.

Career Development of Classified Staff
An outstanding characteristic of BayTech's staff development is its success in advancing classified staff into certificated positions. Currently, four out of fourteen certificated staff members started their careers at BayTech as classified staff. Notably, all these staff members are from minority backgrounds (two Hispanic and two African-American men), underscoring BayTech's commitment to professional growth, diversity, and internal community empowerment.

3: DIVERSITY OF STUDENT ENROLLMENT

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (*e.g., racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status*)?

Bay Area Technology School employs a multi-faceted and proactive enrollment strategy to ensure a diverse and inclusive student population, with targeted outreach and infrastructure to support historically underserved communities, including English Learners, students with disabilities, newcomers, and homeless students.

Transportation as a Key Strategy
Bay Area Technology School strategically leverages a robust transportation program to ensure continued access and enrollment

diversity, particularly as the school relocated this Fall (2025) to its new facility at 1445 23rd Avenue in Oakland's San Antonio neighborhood. Recognizing that a significant portion of its student population resides in deep East Oakland, BayTech has designed its transportation system to preserve equitable access to the school, particularly for high-needs groups such as students with disabilities and English Learners.

BayTech currently operates and maintains its own fleet of vans, which runs daily routes aligned with key feeder patterns and priority enrollment zones following the move. More than 50% of students who use BayTech's transportation services are identified as having disabilities, and these routes are specifically planned to meet their mobility and safety needs.

Importantly, BayTech's transportation strategy is not just logistical but deeply tied to enrollment planning. Feeder routes intentionally serve schools with high populations of ELs, such as Cox Academy, and help ensure continuity of service for students who might otherwise face barriers due to distance or transportation insecurity. This operational investment in transportation directly supports BayTech's commitment to maintaining an inclusive, accessible, diverse student body as it transitions to the new campus in 2025.

Bilingual and Community-Centered Recruitment
BayTech's marketing strategy is fully bilingual in English and Spanish, and it is executed by a multilingual admissions team, which includes current parents of students with IEPs. This approach creates authentic engagement and builds trust within immigrant and underserved communities. Outreach efforts include booths at high-traffic community locations, such as the Fruitvale and North Berkeley flea markets, ensuring visibility in neighborhoods with high concentrations of ELs and SED students.

Inclusive School Culture and Its Impact on Enrollment and Retention
BayTech's inclusive school culture is a central component of its enrollment and retention strategy. The school serves a diverse student population—73.5% Latino and 19.1% Black/African American—and is intentional about creating a welcoming, affirming environment for all students. This begins with staff diversity: BayTech recruits and retains faculty who reflect the backgrounds and lived experiences of its students, including LGBTQ+ staff, multilingual educators, and teachers from communities historically underserved by public schools. These staff serve as critical cultural mirrors and mentors for students.

BayTech's advisory program, social-emotional learning curriculum, and student affinity groups are designed to meet the needs of students from diverse backgrounds. Advisory teachers check in with students regularly, address both academic and personal needs, and build trusted adult relationships that foster a strong sense of belonging. Additionally, BayTech's daily all-school reading sessions in the middle school program foster a shared culture and enable staff to engage students in culturally responsive discussions and relationship-building.

Facilities planning also reflects BayTech's commitment to inclusivity. The new school site at the Palace Theater in East Oakland features multiple single-stall, gender-neutral restrooms on each floor, designed to serve students of all gender identities and convey a clear message of inclusivity and safety. Inclusive school policies, such as affirming dress codes and open guest policies for dances, further support the retention of LGBTQ+ students.

BayTech has seen a direct correlation between these inclusive practices and both enrollment and retention. For example, families of students with disabilities consistently cite the school's supportive environment, accessible services, and responsive staff as key reasons for enrolling or returning. Likewise, families of newcomers and English Learners have shared that the school's bilingual communication and dedicated academic supports, including designated ELD periods and peer translation services, create a sense of trust and belonging. These inclusive systems contribute to BayTech's high re-enrollment rate, with more than 30% of students who leave the school ultimately returning.

By intentionally designing an inclusive environment that reflects the backgrounds and identities of its students, BayTech has built a school culture that not only attracts a diverse student body but also retains it.

Newcomer Program
BayTech has established a dedicated newcomer program that now supports nearly 10% of the student body. This program includes

immersive reader software, bilingual after-school tutoring, and student-led Spanish translation during classes. These layered supports make the school an accessible and attractive option for newly arrived immigrant students.

Assistive Technology for SWDs
BayTech's special education program uses robust assistive technology platforms to deliver speech and counseling services electronically, expanding access for students and families and enhancing perception of the program's responsiveness and convenience.

Where have you seen success, and how do you plan to modify these practices for student groups who are underrepresented at your school? (*While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site, which may impact the school's enrollment of student groups (i.e., family affinity groups, staffing, etc.)*

BayTech's efforts to recruit and retain a diverse student body have yielded clear successes, particularly among English Learners, students with disabilities, and newcomer students. The school will continue refining its approach to address current gaps, particularly around African American student enrollment and students of homeless status.

Successes:

- **English Learners and Newcomers:** BayTech has achieved high retention and academic growth among its EL population through bilingual support staffing, accessible technology, and a strong newcomer program. Student referrals have increased organically through word of mouth, especially among Spanish-speaking families.
- **Students with Disabilities:** BayTech's ability to attract and serve SWDs is bolstered by its assistive technology-forward special education model and strong inclusion practices. Teletherapy, flexible IEP service delivery, and close communication with families have supported both enrollment and outcomes.
- **Safety and Stability:** BayTech's investment in professional security staff and high teacher retention are differentiators in a city where families often cite safety and school climate as key decision factors. Families frequently return to BayTech after trying other schools, with a documented 30-50% re-enrollment rate among students who initially withdraw.

Planned Modifications for Underenrolled Groups:

- **African American Students:** BayTech plans to partner with community-based organizations that serve Oakland's African American youth, including faith-based groups, local Black parent organizations, and mentoring nonprofits. Future marketing materials will also feature diverse student and family stories to reflect the school's inclusive culture.
- **Homeless and Foster Youth:** BayTech currently serves several students experiencing housing instability and plans to enhance partnerships with local shelters and city agencies to increase identification and enrollment of these populations. The school will ensure that information about transportation, enrollment flexibility, and academic supports is clearly communicated during intake.
- **Staffing Representation:** BayTech continues to prioritize staff diversity, with recent hires reflecting its student body. A majority of front-facing staff identify as bilingual, and an increasing number of teachers and administrators identify as LGBTQ+, which has corresponded with rising enrollment of LGBTQ+ students.

- **Data-Driven Refinement:** Moving forward, BayTech will conduct annual demographic analyses to compare its enrollment with neighborhood and district-level benchmarks. This will guide more targeted outreach and modifications to support equitable enrollment across subgroups.

4: STUDENT ENGAGEMENT

Are there opportunities for all students to be involved in decision-making and the governance of the school?

Yes. Bay Area Technology School offers multiple structured and accessible pathways for students to participate meaningfully in school decision-making and governance. The school's student leadership and peer mentoring classes serve as core mechanisms for elevating student voice. These groups meet regularly with school administrators to provide input on policies, propose changes, and organize student-centered initiatives. Their recommendations have informed decisions ranging from school-wide behavior expectations to campus events and elective offerings.

Beyond leadership classes, BayTech administers regular school climate and academic interest surveys to all students. These survey results are reviewed in leadership and staff meetings, where students and faculty collaborate to identify trends and recommend changes. This structured feedback loop ensures that all students—not just those in formal leadership roles—have opportunities to shape their educational experience.

BayTech's commitment to student involvement has deepened as the school relocated to its new standalone facility. Students have increased access to participate in advisory committees focused on campus culture, event planning, and facilities use, helping ensure the new space reflects their needs and aspirations. Additionally, BayTech has reintroduced school-wide morning meetings, chosen and led in part by students, further reinforcing its inclusive and participatory model of governance.

What is an example of a change you have made to the school based on student feedback?

One clear example of BayTech acting on student feedback is the school's revision of its dress code policy. Initially viewed as overly restrictive, the dress code became a recurring topic of discussion in student leadership classes and climate surveys. Students drafted and presented policy proposals to the administration, advocating for a more relaxed, equitable, and culturally responsive dress code that still upheld the school's academic standards.

The administration responded by adopting several student-proposed revisions, thereby significantly reducing the dress code's restrictions. As BayTech prepares to move into its new facility in Fall 2025, the school has committed to further relaxing dress code policies, again based on recommendations from student leadership and broader student feedback.

This is not an isolated example. Student input has also driven the planned creation of a student activities director role, the addition of a student-managed school store, and the introduction of a rotating elective "wheel" with options such as dance, home economics, gardening, and environmental science. These changes reflect BayTech's consistent, data-informed practice of centering student voice in meaningful schoolwide decisions.

5: FAMILY ENGAGEMENT

How do families voice concerns?

BayTech ensures families have multiple, accessible pathways to voice concerns, whether minor or significant. The primary channel is direct communication with the school's bilingual front office staff, who support families in both English and Spanish. This team is trained to listen empathetically, route concerns appropriately, and ensure timely follow-up.

For more substantial issues, BayTech has a clearly defined Uniform Complaint Procedure (UCP) that is available in the family handbook and on the school website. The UCP provides a formalized process for resolving grievances fairly and transparently. Importantly, if a complaint involves school leadership, such as the Principal or Executive Director, families may contact the designated ombudsperson on the BayTech Board of Directors. This additional layer ensures impartiality and builds trust that family concerns will be heard and addressed respectfully.

BayTech also uses tools such as ParentSquare and on-demand translation services (including Tagalog and Miramizi) to ensure that families from all backgrounds can effectively communicate their concerns, regardless of language proficiency.

What opportunities exist for all families to be involved in decision-making and the governance of the school?

BayTech is deeply committed to ensuring that families play a meaningful role in school governance and decision-making. This is achieved through a range of formal and informal structures:

- **Board Representation:** BayTech has consistently allocated seats on its Board of Directors for parent representatives. These parents serve as full voting members and help shape strategic decisions, including budget approvals, academic priorities, and policy development.
- **Coffee with the Principal:** Held eight times per year, these informal gatherings allow families to engage directly with the school leadership team in an accessible setting. Families use this space to share feedback, ask questions, and help co-design school events and initiatives.
- **Grade-Level Family Nights:** BayTech hosts dedicated family nights by grade level throughout the year. These events are tailored to academic planning and college readiness (especially for grades 8, 11, and 12), addressing important student milestones. They provide structured opportunities for families to learn, ask questions, and offer input.
- **Athletic Booster Club:** Recently launched, this club provides a new avenue for parent voice, particularly around extracurricular programs, sports funding, and school spirit events. Parents participate in planning, budgeting, and supporting student-athletes.
- **Annual Events with Family Voice:** Events such as the Day of Service and “Back-to-BayTech” orientation allow families to contribute directly to school planning and community-building, whether through hands-on projects or input into programming priorities.

These structures reflect a school culture in which family voices are integrated into operational and instructional decisions, not merely consulted after the fact.

What is an example of a change you have made to the school based on family feedback?

BayTech has implemented numerous changes in response to family input, demonstrating a responsive and adaptive leadership model. One significant example is the redesign of the school’s transportation program. Based on family feedback gathered through surveys and community meetings, BayTech revised its transportation routes to begin from familiar, accessible community locations, such as King Estate and Cox Academy. A new route from San Leandro was also added based solely on family's request. These changes have directly supported access for working families, students with disabilities, and those from underserved neighborhoods.

Another key change involves Independent Study procedures. Families of students with extended absences due to illness or travel expressed concern about academic regression. BayTech responded by revamping its Independent Study process to include

structured pre-planning meetings, daily Zoom check-ins, and a Saturday reintegration component to support students upon return. This ensured academic continuity while addressing family concerns about rigor and flexibility.

Additional improvements based on family feedback include:

- Launching emergency 504 plans for students experiencing medical crises or injuries;
- Incorporating parent and student voice into food vendor selection following dissatisfaction with previous providers.
- Strengthening home-school communication, including real-time multilingual alerts via robocalls and ParentSquare;
- Expanding inclusive community events and family participation in campus renovations during BayTech's upcoming relocation.

These examples highlight BayTech's ongoing commitment to partnering with families not only in response to concerns but in proactively shaping a school that reflects the needs and strengths of its community.

6: TEACHER ENGAGEMENT

What opportunities exist for teachers to be involved in decision-making and the governance of the school?

At Bay Area Technology School, teacher involvement in decision-making is foundational to the school's governance and operational culture. Teachers are provided with structured, consistent opportunities to shape schoolwide policies, instructional programs, and organizational priorities.

Weekly Collaborative Structures
BayTech has established a weekly schedule for all instructional staff, with meetings held every Wednesday. These alternate between full-staff meetings and smaller, focused grade-level or department meetings. During department/grade-level meetings, designated lead teachers from both the middle and high school teams facilitate discussions. This structure empowers teachers to collaboratively review student data, share instructional strategies, and recommend schoolwide instructional changes.

Leadership Roles
Lead teachers act as liaisons between administration and teaching staff, helping elevate faculty voice into broader school decision-making. These teacher-leaders help co-design professional development, drive instructional focus areas, and support peer coaching efforts.

Hiring Committees
BayTech also involves teachers in hiring decisions. Faculty serve on interview committees to evaluate and recommend new staff hires. This ensures cultural alignment, instructional fit, and a strong sense of shared responsibility for team cohesion and instructional quality.

Safety and Logistics Committees
Teachers are regularly consulted on issues relating to campus operations, including safety protocols and scheduling. For example, decisions on student supervision, hall passes, security enhancements, and facility use are informed by staff insights and feedback.

Through these formal structures, BayTech ensures that teachers are not only implementers of policy but active contributors to shaping the academic and operational direction of the school.

What is an example of a change you have made to the school based on teacher feedback?

BayTech has a strong track record of implementing meaningful schoolwide changes directly informed by teacher feedback. Recent examples illustrate the school's commitment to being responsive and collaborative in its leadership approach:

1. Revised Lunch and Supervision Schedule:
Teachers identified challenges with managing student behavior during the combined lunch period. In response, BayTech revised its daily schedule to create a staggered lunch system beginning in the 2025-26 school year. Middle school students will attend lunch first, followed by an "Eagle period" (enrichment/advisory), while high school students will have their Eagle period first, followed by lunch. This adjustment is expected to reduce behavioral incidents, improve student monitoring, and support a calmer, more organized midday environment.

2. Reinstatement of Morning Meetings:
Faculty expressed a desire to bring back daily all-school morning meetings to foster school-wide community, boost morale, and reinforce consistent expectations. Starting next year, BayTech will reintroduce structured morning meetings that include shared breakfasts, announcements, the Pledge of Allegiance, and communal reading. Teachers helped select the first school-wide book: *The Millionaire Next Door*, reflecting a shared interest in financial literacy and life skills.

3. Enhanced Safety Measures:
In response to staff safety concerns, BayTech implemented a color-coded visual identification system. Middle school students will continue to use orange backpacks, while high school students will now use black ones. Additionally, student ID badges will be color-coded by grade level. These visible indicators will help teachers and security personnel quickly verify student groupings, enhancing hallway and campus security.

4. Retention of Professional Security Services:
While school leadership initially proposed scaling back professional security services to save on budgetary costs, strong collective feedback from teachers, families, and students highlighted the vital role of security in maintaining a safe school climate. In response, BayTech committed to continuing professional security staffing, allocating 10% of its LCFF budget to maintain this support, thereby directly reflecting teacher advocacy and prioritizing student safety.

These examples underscore BayTech's strong culture of listening to teachers and implementing actionable changes that enhance instruction, safety, and the overall school experience for students and staff alike.

7: PERFORMANCE OF KEY STUDENT GROUPS

How is your education program addressing the needs of the following student groups? What is working well? What most needs improvement?

English Learners (Including Long-Term English Learners and Newcomers)

BayTech supports English Learners, including Long-Term English Learners (LTELs) and Newcomers, through a comprehensive, technology-enhanced instructional model that prioritizes access, equity, and measurable progress toward reclassification. The school provides both Designated and Integrated ELD instruction. Designated ELD classes utilize *Impact* by National Geographic and Lexia, while Integrated ELD strategies are embedded across all content areas through sentence frames, structured academic discourse, and visual scaffolds.

In 2024, BayTech achieved an English Learner Progress Indicator (ELPI) rate of 40.9 percent, reflecting steady gains in student progress toward English proficiency. The school also celebrated significant achievement at the secondary level, with 15 of 24 graduating seniors earning the California Seal of Biliteracy, demonstrating mastery of both English and another language.

BayTech currently serves 16 Newcomer students, who receive additional supports tailored to their language development needs. These include real-time Spanish translation during classes and after-school programs, leveled current events texts from *Junior Scholastic* and *The New York Times UpFront*, and adaptive reading and language tools such as Lexplore, IXL, and i-Ready. Each Newcomer student is paired with a bilingual staff member and peer mentor to facilitate academic and social integration.

Progress monitoring occurs every seven weeks, with reclassification criteria reviewed alongside interim assessments and ELPAC preparation data. Teachers use this data to inform targeted supports and intervention cycles. Families are kept actively engaged through multilingual communication on ParentSquare, where automated translation ensures access to all key updates and reclassification milestones.

Students with disabilities (Including students with moderate-severe disabilities)

BayTech has a well-resourced Special Education program that provides individualized support within a general education setting, aligned with the Least Restrictive Environment (LRE) model. The team includes two full-time Education Specialists, two full-time aides, and a dedicated resource room in the school's new facility. One aide focuses exclusively on juniors and seniors to support A-G alignment and graduation readiness.

The school uses data reviews every seven weeks to identify risk patterns in specific content areas, with English and social studies often flagged for targeted academic interventions. Assistive technology, such as screen readers, speech-to-text programs, and Google Read&Write, is standard for students with IEPs or 504 Plans. Special education students also receive push-in support and access to Saturday school, after-school tutoring, and extended testing time.

In addition, BayTech proactively implements emergency 504 plans for students with injuries or long-term absences, ensuring continuity of services and learning support.

Students in need of remediation

BayTech does not follow a traditional remediation model. Instead, it applies an acceleration strategy grounded in inclusive grouping, rigorous instruction, and individualized planning. For students one or more grade levels behind, BayTech offers specialized classes like Advanced Humanities, where students receive scaffolded instruction using high-interest, grade-level material. These classes often integrate heterogeneous grouping by pairing struggling students with high performers, creating academic mentorship and fostering peer modeling.

BayTech's approach to remediation is grounded in a belief that all students can access grade-level content when provided with timely, targeted support. Rather than relying on traditional pull-out remediation models, the school employs a multi-tiered system of supports (MTSS) designed to accelerate learning, close gaps, and promote student confidence.

Key interventions include:

- **Eagle Period Tutoring**:
  All students are assigned to a structured daily "Eagle Period," during which targeted academic tutoring takes place. Students are strategically grouped based on real-time academic data from interim assessments and classroom performance. Students receiving intervention during Eagle period engage in small-group or one-on-one instruction in ELA or math, led by credentialed teachers or instructional aides.

- **Daily Academic Check-Ins**:
  Students flagged for academic risk are assigned staff or faculty mentors who conduct brief daily check-ins. These meetings reinforce executive functioning habits, including assignment tracking, planning for assessments, organizing materials, and managing stress. Check-ins are documented and reviewed weekly by grade-level support teams.

- **Individualized Independent Study Packets**:
  For students experiencing long-term absences, BayTech develops customized study packets aligned to each student's academic schedule and current progress. These packets include embedded scaffolds such as sentence frames, leveled readings, vocabulary guides, and math supports. The return from absence is supported through structured Saturday School make-up sessions and Zoom-based tutoring check-ins.

- **Saturday School Interventions**:
  BayTech operates a 21-week Saturday School program, calendared in advance and aligned to the school's assessment cycle. Saturday sessions are open to all students but prioritized for those with Ds, Fs, or missing assignments. Each session includes 3-4 hours of focused academic instruction, organized into content-specific groups with high staff-to-student ratios. Attendance is tracked and factored into support planning.

- **Supplemental Classes**:
  Students who consistently struggle in core subjects are enrolled in supportive elective courses such as *Math Lab*, *Reading Boost*, or *Foundations of Writing*. These courses are taught during the regular school day by credentialed staff, using high-leverage instructional strategies, structured practice routines, and adaptive technology platforms like Edmentum, ExactPath, and iReady.

- **CARE Team Oversight**:
  Students receiving these interventions are regularly monitored by the CARE team, which reviews academic progress, attendance, and behavioral data every Thursday. Students who do not demonstrate growth are reassigned additional supports or escalated to small-group instruction or counseling services as needed.

This layered approach allows BayTech to rapidly respond to academic challenges, personalize interventions, and maintain a rigorous college-preparatory trajectory for all students. The goal is not remediation in the traditional sense, but re-engagement, acceleration, and mastery.

Advanced students performing above grade level

Advanced learners at BayTech benefit from a vertically aligned system of accelerated coursework, college-level opportunities, and differentiated instructional pathways. In middle school, students identified through diagnostic exams may skip Pre-Algebra and begin Algebra I in 8th grade, supported by summer programs such as JumpStart to Algebra.

High school students have access to Honors English, Honors Social Studies, Honors Geometry, and Honors Algebra II, beginning in 10th grade. Advanced Placement offerings include AP U.S. History, AP Government, AP Literature, and AP Language. Students are encouraged to dual-enroll in college classes at Peralta or Chabot Colleges, and BayTech covers the cost of all community college books and supplies.

Additionally, 12th-grade students participate in advanced humanities classes, such as Writing for the College Bound and College Literature and American Classics, and take two senior-year math courses: Statistics and Calculus or Pre-Calculus, depending on pathway readiness.

Any other student groups you are paying particular attention to

BayTech has a significant number of students experiencing homelessness or housing instability, and has made this population a strategic priority. To address the primary barrier to attendance, transportation, BayTech operates a school-managed van system that transports students from deep East Oakland and San Leandro to the school's upcoming Fruitvale site.

The CARE team meets weekly to review referrals for these students, ensuring they receive wraparound supports, including academic accommodations, counseling services, and emergency basic needs support (clothing, hygiene kits, food, etc.).

Additionally, BayTech maintains inclusive practices that support LGBTQ+ students, including gender-neutral restrooms on every floor, LGBTQ+ staff role models, and inclusive prom/dance policies. The school's Black Student Union, Latino Student Alliance, and Asian Student Union help create a sense of belonging and elevate student voice across all ethnic backgrounds.

8: GOVERNANCE

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

Bay Area Technology School's governing board maintains meaningful engagement with the school community outside of formal board meetings. Board members frequently attend school events, including science fairs, graduation ceremonies, and student orientations. For example, the board chair recently participated in the school's science fair, while another board member joined a school field trip to St. Mary's College, demonstrating a commitment to being visibly present in the life of the school.

Board meetings are held on campus, creating informal opportunities for interaction with students, teachers, and families. A unique tradition has emerged where student athletes often join board members for dinner after meetings, fostering informal relationship-building. Parents and teachers also have direct access to board members, whose contact information is publicly listed on BayTech's website. Additionally, the board includes parent representatives, ensuring that family perspectives are directly represented in governance and promoting transparent two-way communication between families and leadership.

BayTech also values its partnership with the Oakland Unified School District, which has appointed a representative to serve on the school's governing board for the past five years. This collaboration strengthens alignment between BayTech and the District and reflects a shared commitment to student success. The OUSD-appointed board member contributes valuable insight in areas such as LCAP development, data analysis, and curricular decision-making, ensuring that the school's practices remain transparent, data-driven, and responsive to community needs.

Does the governing board evaluate the school leader? If so, how?

Yes, BayTech's governing board evaluates the Executive Director, Seth Feldman, through a structured and transparent process. The evaluation occurs annually via a public vote on the renewal of the executive director's employment agreement. Unlike traditional evaluations that may include multiple metrics and reviews, BayTech's approach is binary, renew or not renew, and is grounded in clearly defined performance criteria.

The board evaluates the Executive Director based on:

- The school's financial health and compliance,
- Absence of significant complaints,
- Quality and stability of the instructional program, and
- General alignment with professional and organizational expectations.

The results of this evaluation are shared publicly on the school's website, reflecting the board's commitment to transparency and accountability.

Provide an example of a recent issue or policy that the board is working on.

A recent focus of the governing board has been the transition to BayTech's new school building. The board has been actively involved in shaping policies that support this move, including updated logistics for student pick-up and drop-off and the

determination of open lunch privileges in the new facility. These decisions were informed by community input and safety considerations.

Additionally, the board has prioritized strengthening formal grievance structures. In the past year, they have adopted several new complaint policies to improve responsiveness and equity, including:

- Special Education Complaint Policy
- Uniform Complaint Policy (UCP)
- English Learner Complaint Policy
- Food Service Complaint Policy
- Homeless Students Complaint Policy

These efforts reflect the board's strategic focus on compliance, community trust, and operational readiness amid organizational change. Across all decisions, the board remains aligned to three core priorities: academic performance, fiscal responsibility, and school culture.

9: INNOVATION

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

Bay Area Technology School has designed and implemented several innovative practices that are uniquely feasible within the charter school context. These practices center on deep personalization, early college and career alignment, and flexible academic programming. While they are key drivers of student success at BayTech, their structure and intensity make them difficult to scale within traditional district settings that often face larger student populations, rigid course sequences, and staffing constraints.

1. Individualized Learning Plans with Embedded Coaching Cycles
At BayTech, each student is equipped with an Individualized Learning Plan (ILP) that outlines personalized academic goals aligned to both benchmark expectations and long-term college or career objectives. These plans are not static. They are living documents that are reviewed and discussed in recurring coaching sessions between students and their teachers.

Every student engages in bi-monthly "growth metrics" conversations, where teachers use real-time data to assess student progress, identify learning gaps, and collaboratively set short-term academic targets. These check-ins go beyond generic feedback: teachers assign targeted resources and specific follow-up tasks tailored to the student's current challenges and growth areas. The level of personalization, frequency of one-on-one coaching, and time allocated for follow-through make this model extraordinarily impactful, but also resource-intensive. In a traditional district setting with larger class sizes and higher student-to-teacher ratios, such a system would be extremely difficult to maintain with fidelity.

2. Deep Academic Coaching and Personalized Pathway Planning
BayTech has reimagined college and career counseling as an intensive, individualized experience. Each high school student meets one-on-one with the Academic Counselor every semester to discuss academic performance, credit accumulation, and post-secondary goals. These meetings are tailored for students targeting selective universities, with conversations focusing on A-G optimization, scholarship readiness, and advanced coursework. For students exploring trade or vocational paths, customized field trips, such as site visits to local union training centers, can be included to expose them to hands-on career opportunities.

Parents are often included in these meetings, especially when major academic or career decisions are on the table. The ability to offer such consistent, in-depth, and responsive planning is a cornerstone of BayTech's college-going culture. However, in a larger district school, the sheer volume of students and limited counseling resources would make this level of individual attention infeasible.

3. Curriculum Flexibility Aligned to Student Interests
BayTech's flexible curriculum model allows students to make strategic course selections based on their academic strengths and post-secondary goals. For example, students interested in pursuing engineering or electrical work are guided into a pre-calculus track to prepare them for industry-specific entrance exams. Similarly, students with ambitions in social sciences may be encouraged to take dual-enrollment courses in psychology or sociology, fully funded through partnerships with local colleges.

BayTech strategically leverages technology to supplement and extend classroom instruction. Platforms such as Edmentum and IXL are used to provide targeted practice and intervention based on each student's academic needs and interests. This personalized approach supports mastery of key concepts, reinforces classroom learning, and allows students to progress at a pace aligned with their individual readiness. By integrating adaptive learning tools and data-driven supports, BayTech ensures that students receive differentiated instruction that builds both confidence and competency across subject areas.

Together, these innovations create a deeply personalized, mission-aligned academic experience that propels students toward meaningful post-secondary outcomes. BayTech's charter model provides the structural flexibility and community alignment necessary to implement such systems, elements that are difficult to reproduce at scale in large, traditional public school systems. Through ILPs, intensive academic coaching, and responsive curriculum design, BayTech exemplifies the transformative potential of innovation in public education.

10: FACILITIES

Do the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.

Bay Area Technology School recently relocated to a newly secured facility at the historic Palace Theater in Oakland, located at 1445 23rd Avenue. The school's governing board executed a long-term lease agreement for the site and has secured financing to support renovations and occupancy. The lease extends through and beyond the end of the upcoming charter term. BayTech has also secured the necessary entitlements from the City of Oakland and completed the Conditional Use Permit process. Renovation is complete, and the school has completed the move and commenced instruction at the new location beginning in Fall 2025.

Do you anticipate applying for District facilities through Prop 39 during the upcoming charter term?

No. BayTech does not anticipate applying for District facilities through Proposition 39 during the upcoming charter term. The school's move to its long-term facility at 1445 23rd Avenue will provide sufficient space and infrastructure to serve the full projected enrollment across grades 6-12. With a stable and independent site secured, the school will not be reliant on district-provided space.

11: PROPOSED MATERIAL REVISIONS / SUBSTANTIAL CHANGES

Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:

If applicable: Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:

- Substantial changes to the educational program
- Changes in grade levels to be served
- Changes to lottery preferences or admission procedures
- Changes to the governance structure
- Adding or changing school location (with the exception of moving into a District-owned facility)
- Entering into or revising a contract with a Charter Management Organization

The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.

N/A

12: VERIFIED DATA

For data that the school considers to be meeting the Ed Code definition of "verified data", please include a summary of the results from your school's verified data.

While not currently required as a finding for the District Board to approve the charter renewal petition, BayTech provides the verified data below, demonstrating that BayTech students achieved measurable increases in academic achievement, as defined by at least 1 year's progress for each year in school.

Using i-Ready, a state-approved, standards-aligned diagnostic with over 95% annual participation (2021-22 through 2024-25), BayTech has driven sustained acceleration in both Math and Reading. We report two complementary indicators:

1. The Percent of Students Meeting or Exceeding Annual Typical Growth ("Percent Met")
2. The Median Typical Growth from Fall to Spring ("Median"), which reflects the median student's progress toward their expected annual typical growth target, expressed as a percentage (e.g., 271% means the median student achieved 2.71× the expected growth).

Introduction

BayTech's model integrates four pillars: Interactive Direct Instruction, structured Data Chats, adaptive technology, and targeted supports, to accelerate every scholar's trajectory. We track two complementary measures to assess the impact of our model: the percentage of students meeting or exceeding national growth targets (Percent Met Annual Typical Growth) and the median student's progress toward their growth goal (Median Typical Growth from Fall to Spring). Consistently high participation (95%+) ensures these metrics capture both breadth (who meets targets) and depth (how far the typical student progresses).

Schoolwide Trends

Table 1: Overall Growth

Year	Math Median (%)	Reading Median (%)	Math % Met	Reading % Met
2021-22	150	129	60.14%	54.83%
2022-23	138	139	61.39%	56.13%
2023-24	192	171	69.90%	67.89%
2024-25	264	271	70.80%	66.83%

From 2021-22 to 2024-25, the median student's progress toward the annual typical growth target rose from 150% → 264% in Math and 129% → 271% in Reading, indicating the median student achieved more than 2.6× the expected growth in Math and 2.7× in Reading by 2024-25. Over the same period, Percent Met also improved and remained strong, reflecting broad-based acceleration.

Underpinning these gains is a tightly integrated instructional ecosystem. At the heart of every lesson, teachers employ Interactive Direct Instruction, unfolding learning in sequenced phases: clear objectives, guided practice, and immediate mastery checks, so students grasp content and teachers deliver targeted, real-time mitigations.

Additionally, every five weeks during Data Chat advisories, scholars review i-Ready (and other platforms) reports, set precise goals, and co-create action plans with a teacher-coach. This cyclical reflection ensures that a student who narrowly misses a growth target in January isn't left behind; instead, they receive targeted small-group scaffolds in our 15:1 classrooms or in Saturday School based on data-informed referrals. Meanwhile, adaptive platforms continuously adjust difficulty so each learner faces the right level of challenge. The result is an ongoing cycle of goal-setting, feedback, and intervention that compounds week after week.

Subgroup Trajectories

To understand how BayTech's equity-focused strategies are reflected across learner demographics, we examine key growth metrics for each subgroup over the past two school years. These tables capture both the depth (Median) and the breadth (Percent Met) of performance in Math and Reading.

Table 2: English Learners

Year	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2023-24	180	58.00%	140	58.00%
2024-25	233	75.00%	294	71.79%

Table 3: Hispanic or Latino Students

Year	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2023-24	200	68.52%	188	67.13%
2024-25	267	70.06%	247	67.36%

Table 4: Socioeconomically Disadvantaged

Year	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2023-24	225	72.36%	200	70.85%
2024-25	278	68.38%	317	70.27%

Table 5: Students with Disabilities

Year	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2023-24	142	63.64%	108	56.36%
2024-25	211	58.54%	217	64.86%

Table 6: Black or African American Students

Year	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2023-24	219	76.67%	208	71.67%
2024-25	217	68.75%	263	59.52%

English Learners vaulted from below-cohort norms to lead in both Median and Percent Met. In 2023-24, ELs achieved a 180% Math Median and 58% Percent Met, rising to 233% and 75% in 2024-25. In Reading, EL Median surged from 140% → 294%, while Percent Met climbed from 58% → 72%. These gains reflect a deliberate expansion of co-taught ELD blocks where language objectives are woven into grade-level content.

Beyond targeted ELD, English Learners benefit from SEL integration during Data Chat advisories. Every five weeks, students analyze personalized reports, reflect on progress, and set growth goals alongside a teacher-coach, building academic skills, self-efficacy, and agency. A robust culture of belonging, reinforced through Life Skills and Peer Mentoring electives, amplifies success across subgroups. Culturally responsive curricula and humanities texts engage students with narratives that reflect their experiences, deepening comprehension and classroom belonging. Our MTSS framework ensures timely interventions: push-in support provides just-in-time scaffolds, and Saturday School offers additional time to master challenging concepts. Collectively, these layers of

academic, social-emotional, and community-driven support have transformed subgroup performance, closing gaps and positioning scholars to excel alongside their peers.

Students with Disabilities demonstrate exceptional Reading acceleration and increasingly robust Math growth. Reading Median rose from 108% → 217% in one year, driven by co-teaching, assistive technologies (text-to-speech, interactive annotation), and targeted small-group instruction aligned to personalized ILPs. In Math, the Median increased from 142% to 211%, while the Percent Met dipped slightly. Enhanced tiered interventions (adaptive tools + collaborative problem-solving routines) now concentrate on the most frequent stumbling blocks, reinforced through guided practice during Eagle Period, to maintain momentum.

African American students at BayTech have posted multi-year acceleration in both subjects. From 2021-22 to 2024-25, Math Median rose from 96% to 217%, and Reading Median rose from 108% to 263%. In 2023-24 alone, median growth reached 219% (Math) and 208% (Reading), outpacing most peer groups, including the overall school Median. Although Percent Met eased in 2024-25, sustained high Medians indicate deep conceptual learning. These gains reflect the cumulative impact of culturally responsive pedagogy, consistent coaching structures, and strong advisory relationships, delivering rigorous instruction within an identity-affirming environment.

Cohort Analysis

The following cohort profiles demonstrate how BayTech's sustained supports translate into academic acceleration from middle school through graduation:

Table 7: Class of 2029 (6th-8th)

Year	Grade	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2022-23	6th	121%	57.78%	100%	52.17%
2023-24	7th	200%	86.67%	200%	86.67%
2024-25	8th	450%	82.93%	200%	65.79%

Call-Out: 450% Math Median in 8th grade (2024-25) highlights middle-school strength.

Table 8: Class of 2028 (6th-9th)

Year	Grade	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2021-22	6th	60%	43.40%	114%	54.72%
2022-23	7th	180%	78.85%	226%	69.23%
2023-24	8th	300%	90.57%	300%	90.57%

2024-25	9th	422%	66.67%	400%	72.73%

Call-Out: 422% Math and 400% Reading Medians in 9th grade (2024-25) show sustained progress.

Table 9: Class of 2027 (7th-10th)

Year	Grade	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2021-22	7th	267%	85.71%	136%	58.00%
2022-23	8th	175%	76.47%	194%	64.71%
2023-24	9th	211%	79.41%	353%	70.59%
2024-25	10th	183%	74.19%	372%	79.31%

Call-Out: 372% Reading Median in 10th grade (2024-25) underscores high-school strength.

Table 10: Class of 2026 (8th-11th)

Year	Grade	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2021-22	8th	200%	78.72%	100%	51.06%
2022-23	9th	144%	57.14%	83%	46.34%
2023-24	10th	120%	58.97%	111%	58.97%
2024-25	11th	190%	57.58%	181%	56.25%

Call-Out: 190% Math Median in 11th grade (2024-25) reflects sustained high-school progress.

Table 11: Class of 2025 (9th-12th)

Year	Grade	Math Median (%)	Math % Met	Reading Median (%)	Reading % Met
2021-22	9th	138%	59.68%	125%	53.23%
2022-23	10th	78%	50.00%	133%	56.60%
2023-24	11th	131%	55.56%	106%	51.85%
2024-25	12th	267%	69.77%	233%	68.42%

Call-Out: 267% Math and 233% Reading Medians in 12th grade (2024-25) showcase senior-year acceleration.

Across this cohort analysis, three clear phases of growth emerge:

1. **Middle-School Acceleration as Growth Engine**
   The youngest cohorts (Classes of 2028 and 2029) demonstrate BayTech's capacity for rapid acceleration when scholars engage with our model over time. In three years, the Class of 2028 rose from 60% → 422% (Math Median) and 114% → 400% (Reading Median), while the Class of 2029 reached 450% Math Median in 8th grade. These data underscore the transformative power of meeting students where they are and addressing learning gaps through sustained, high-impact supports.

   BayTech is laser-focused on acceleration because many scholars join with significant skill gaps. Our blended approach, which combines Interactive Direct Instruction for explicit, scaffolded lessons, five-week Data Chat advisories for continuous goal-setting, and MTSS structures (including small-group push-ins, co-teaching, and Saturday School), ensures that each student's learning accelerates the longer they stay. Adaptive tools, Life Skills electives, and strong advisory relationships convert initial deficits into lasting mastery.

2. **Sustaining High-School Momentum**
   As cohorts move into high school, our refinements, dual-enrollment pathways, senior seminar advisories, and targeted ACT/SAT preparation sustain the upward trajectory. Class of 2026 maintained ≥120%-190% Medians through 11th grade, and Class of 2025 rebounded to its highest Medians in 12th grade (267% Math, 233% Reading). This continuity affirms that our long-term, equity-first model closes gaps and builds college-readiness over time.

3. **Senior-Year Peak and College-Readiness Culmination**
   In their final year, BayTech scholars experience a renewed surge in growth as they translate years of acceleration into college-ready proficiency. Senior cohorts, such as the Class of 2025, achieved their highest performance levels, with 267% Median Typical Growth in Math and 233% in Reading, through a combination of dual-enrollment coursework, Senior Seminar advisories, and intensive ACT/SAT preparation. These results mark the culmination of BayTech's multi-year model: a seamless progression from foundational acceleration to mastery, ensuring graduates leave with the skills, confidence, and academic momentum to thrive in postsecondary education.

BayTech's data demonstrate an integrated, equity-centered approach that ignites deep middle school acceleration, sustains high school momentum, and culminates in college-ready outcomes. Anchored by Interactive Direct Instruction, structured Data Chats, adaptive tools, and tiered supports, each cohort outperforms its predecessor, reaffirming BayTech's model as a blueprint for transformative, enduring growth.

Appendix 5 Performance Report (Data)

Enrollment (for Fall 2025 of current charter term) *(if submitting prior to Fall, please include either enrollment as of first day of school or the latest certified enrollment data)*		
Student Group	**Number Enrolled**	**Percent of Total Enrollment**
Total Enrollment	201	100.0%
Asian	1	0.5%
Black or African American	39	19.4%
Filipino	2	1.0%
Hispanic or Latino	137	68.2%
Native American or Alaskan Native	1	0.5%
Native Hawaiian or Pacific Islander	0	0.0%
White	2	1.0%
Two or More Races	8	4.0%
Race Not Reported	11	5.5%
Male	110	54.7%
Female	91	45.3%
Homeless Students	10	5.0%
Foster Youth	5	2.5%
FRPM-Eligible/Economically	142	70.6%
English Learners	28	13.9%
Special Education/Students with	35	17.4%

Graduation Information (High Schools only) - For Spring 2025 of current charter term	
If official data is not yet available for Spring 2025, please provide preliminary/unofficial numbers.	
5 Year Cohort Graduation Rate	96.2%
Cohort Dropout Rate	3.8%

Post-Graduation Plans (High Schools only, if available)						
Data should be from 3-6 months after graduation for each year.						
	Graduating Class					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
% attending 4-year college						76.00%
% attending 2-year college						12.00%
% attending vocational/ technical training						6.00%
% joined military						2.00%
% working exclusively						4.00%

2024-25	
75.00%	
10.00%	
10.00%	
0.00%	
5.00%	

Teacher Recruitment/Retention (for each year of current charter term)						
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Total # of classroom teachers on Census Day *(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)*	13	14	14	14	14	14
# of vacant classroom teaching positions on Census Day *(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)*	0	0	0	0	0	0
# of new classroom teacher hires after Census Day	3	1	1	1	1	1
# of classroom teachers retained from prior year	6	9	12	12	12	12
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1	1	3	1	1	1

2024-25	2025-26
14	14
0	0
0	0
12	10
0	0

Teacher Ethnicity (for Fall 2025 of current charter term)	
Ethnicity	**Number of Teachers**
Asian	2
Black or African	4
Hispanic or Latino	2
White	3
Two or more races	2
Other Ethnicity or	1
Total Classroom Teachers	14

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)					
Year of Current	**Date of lottery**	**Grade Level**	**# of**	**# of Available**	**# of Students**
Example	*4/1/18*	*TK*	*75*	*40*	*25*
		K	*180*	*100*	*30*
		6	*115*	*100*	*5*
		9	*90*	*100*	*0*
2018-19	*3/12/18*	TK			
		K			
		6	229	40	0
		9	205	15	0
2019-20	*3/14/19*	TK			
		K			
		6	207	40	0
		9	214	15	0
2020-21	*3/12/20*	TK			
		K			
		6	155	40	0
		9	167	15	0
2021-22	*3/11/21*	TK			
		K			
		6	192	40	0
		9	129	15	0
2022-23	*3/10/22*	TK			
		K			
		6	141	40	0
		9	122	15	0
2023-24	*3/9/23*	TK			
		K			
		6	110	40	0
		9	103	17	0
2024-25	*3/7/2024*	TK			
		K			
		6	93	40	0
		9	100	15	0
2025-26	*3/4/25*	TK			
		K			
		6	42	40	0
		9	26	15	0

Special Education

	2023-24	2024-25
# of students with IEPs receiving < 450 service	47	42
# of students with IEPs receiving > 450 service	5	4
# of students with IEPs in NPS placement	0	1
Total SWD enrolled	52	47

Instructions: For the table below, please align data with the EOY SELPA 16.6 Report - Students with Disabilities - Student Services - Student List. If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Unduplicated Count		79	60	55	51	52	47
Intellectual Disability (ID) 210		2	3	2	3	2	1
Hard of Hearing (HH) 220		0	0	0	0	0	0
Deafness (DEAF)/Hearing impairment (HI) 230		0	0	0	0	0	0
Speech or language impairment (SLI) 240		1	1	1	3	1	1
Visual impairment (VI) 250		0	0	0	0	0	0
Emotional Disturbance (ED) 260		2	2	2	2	3	2
Orthopedic impairment (OI) 270		0	0	0	0	0	0
Other health impairment (OHI) 280		20	18	15	13	12	11
Established medical disability (EMD) 281		0	0	0	0	0	0
Specific learning disability (SLD) 290		50	35	34	27	32	30
Deaf-Blindness (DB) 300		0	0	0	0	0	0
Multiple disabilities (MD) 310		0	0	0	0	0	0
Autism (AUT) 320		4	1	1	3	2	2
Traumatic brain injury (TBI) 330		0	0	0	0	0	0

Appendix 6 Verified Data

Indicator	School year	Student Group	Grade	Growth from	Annual Typical
Math	2021-22	AA	All	96	50.00%
Math	2021-22	All	All	150	60.14%
Math	2021-22	All	9th	138	59.68%
Math	2021-22	All	8th	200	78.72%
Math	2021-22	All	7th	267	85.71%
Math	2021-22	All	6th	60	43.40%
Math	2021-22	All	11th	0	36.36%
Math	2021-22	All	10th	92	49.12%
Math	2021-22	EL	All	142	58.67%
Math	2021-22	Latino	All	156	63.49%
Math	2021-22	SED	All	156	60.51%
Math	2021-22	SWD	All	175	69.57%
Reading	2021-22	AA	All	108	53.66%
Reading	2021-22	All	All	129	54.83%
Reading	2021-22	All	9th	125	53.23%
Reading	2021-22	All	8th	100	51.06%
Reading	2021-22	All	7th	136	58.00%
Reading	2021-22	All	6th	114	54.72%
Reading	2021-22	All	11th	242	68.18%
Reading	2021-22	All	10th	108	51.79%
Reading	2021-22	EL	All	95	48.65%
Reading	2021-22	Latino	All	140	55.85%
Reading	2021-22	SED	All	133	56.05%
Reading	2021-22	SWD	All	153	52.17%
Math	2022-23	AA	All	142	61.97%
Math	2022-23	All	All	138	61.39%
Math	2022-23	All	9th	144	57.14%
Math	2022-23	All	8th	175	76.47%
Math	2022-23	All	7th	180	78.85%
Math	2022-23	All	6th	121	57.78%
Math	2022-23	All	12th	0	16.67%
Math	2022-23	All	11th	133	56.86%
Math	2022-23	All	10th	78	50.00%
Math	2022-23	EL	All	126	61.76%
Math	2022-23	Latino	All	144	62.44%
Math	2022-23	SED	All	147	64.17%
Math	2022-23	SWD	All	133	72.09%
Reading	2022-23	AA	All	117	53.33%
Reading	2022-23	All	All	139	56.13%
Reading	2022-23	All	9th	83	46.34%
Reading	2022-23	All	8th	194	64.71%
Reading	2022-23	All	7th	226	69.23%
Reading	2022-23	All	6th	100	52.17%
Reading	2022-23	All	12th	0	26.67%

Reading	2022-23	All	11th	114	53.85%
Reading	2022-23	All	10th	133	56.60%
Reading	2022-23	EL	All	156	56.52%
Reading	2022-23	Latino	All	144	57.49%
Reading	2022-23	SED	All	150	58.24%
Reading	2022-23	SWD	All	117	51.11%
Math	2023-24	AA	All	219	76.67%
Math	2023-24	All	All	192	69.90%
Math	2023-24	All	9th	211	79.41%
Math	2023-24	All	8th	300	90.57%
Math	2023-24	All	7th	200	86.67%
Math	2023-24	All	6th	129	62.96%
Math	2023-24	All	12th	125	53.19%
Math	2023-24	All	11th	131	55.56%
Math	2023-24	All	10th	120	58.97%
Math	2023-24	EL	All	180	58.00%
Math	2023-24	Latino	All	200	68.52%
Math	2023-24	SED	All	225	72.36%
Math	2023-24	SWD	All	142	63.64%
Reading	2023-24	AA	All	208	71.67%
Reading	2023-24	All	All	171	67.89%
Reading	2023-24	All	9th	353	70.59%
Reading	2023-24	All	8th	300	90.57%
Reading	2023-24	All	7th	200	86.67%
Reading	2023-24	All	6th	129	62.96%
Reading	2023-24	All	12th	125	51.06%
Reading	2023-24	All	11th	106	51.85%
Reading	2023-24	All	10th	111	58.97%
Reading	2023-24	EL	All	140	58.00%
Reading	2023-24	Latino	All	188	67.13%
Reading	2023-24	SED	All	200	70.85%
Reading	2023-24	SWD	All	108	56.36%
Math	2024-25	AA	All	217	68.75%
Math	2024-25	All	All	264	70.80%
Math	2024-25	All	9th	422	66.67%
Math	2024-25	All	8th	450	82.93%
Math	2024-25	All	7th	215	80.00%
Math	2024-25	All	6th	136	58.82%
Math	2024-25	All	12th	267	69.77%
Math	2024-25	All	11th	190	57.58%
Math	2024-25	All	10th	183	74.19%
Math	2024-25	EL	All	233	75.00%
Math	2024-25	Latino	All	267	70.06%
Math	2024-25	SED	All	278	68.38%
Math	2024-25	SWD	All	211	58.54%
Reading	2024-25	AA	All	263	59.52%
Reading	2024-25	All	All	271	66.83%
Reading	2024-25	All	9th	400	72.73%
Reading	2024-25	All	8th	200	65.79%
Reading	2024-25	All	7th	188	54.55%
Reading	2024-25	All	6th	358	69.23%

Reading	2024-25	All	12th	233	68.42%
Reading	2024-25	All	11th	181	56.25%
Reading	2024-25	All	10th	372	79.31%
Reading	2024-25	EL	All	294	71.79%
Reading	2024-25	Latino	All	247	67.36%
Reading	2024-25	SED	All	317	70.27%
Reading	2024-25	SWD	All	217	64.86%

To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Note: Consistent with the U.S. Department of Education's

21-21 Reading:

327

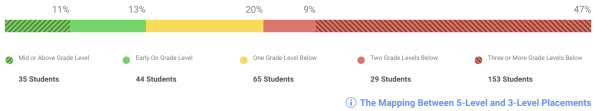
326

99.69%

Criterion Referenced

Overall Placement

Students Assessed/Total: **326/327**



ⓘ The Mapping Between 5-Level and 3-Level Placements

21-21 Math:

327

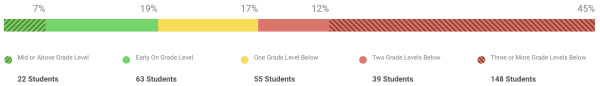
327

100.00%

Criterion Referenced

Overall Placement

Students Assessed/Total: **327/327**



ⓘ The Mapping Between 5-Level and 3-Level Placements

22-23 Reading:

329

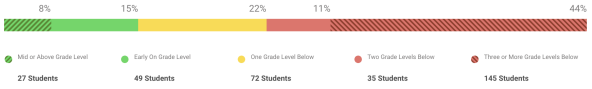
328

99.70%

Criterion Referenced

Overall Placement

Students Assessed/Total: **328/329**



ⓘ The Mapping Between 5-Level and 3-Level Placements

22-23 Math:

Criterion Referenced

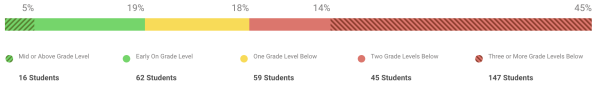
329

329

100.00%

Overall Placement

Students Assessed/Total: **329/329**



ⓘ The Mapping Between 5-Level and 3-Level Placements

23-24 Reading:

Criterion Referenced

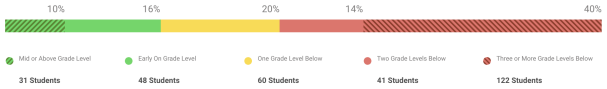
303

302

99.67%

Overall Placement

Students Assessed/Total: **302/303**



ⓘ The Mapping Between 5-Level and 3-Level Placements

23-24 Math:

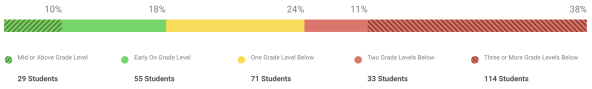
303

302

99.67%

Overall Placement

Students Assessed/Total: **302/303**

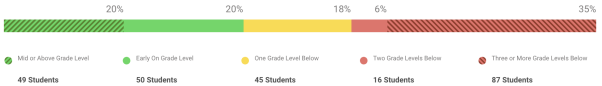


24-25 Reading: *Criterion Referenced*

248
247
99.60%

Overall Placement

Students Assessed/Total: **247/248**



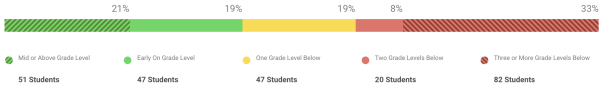
Criterion Referenced

24-25 Math:

248
247
99.60%

Overall Placement

Students Assessed/Total: **247/248**



ⓘ **The Mapping Between 5-Level and 3-Level Placements**

COMMISSION MEMBERS

R. DAVID GAUDI JR., Ed.D.
Chairperson
Hawaii Association of Independent Schools

ODIE J. DOUGLAS
Vice Chairperson
Association of California School Administrators

MICHAEL ALVAREZ
Western Catholic Educational Association

CUAUHTEMOC AVILA, Ed.D.
Association of California School Administrators

GRANT BENNETT
Association of California School Administrators

JANICE BLABER
Hawaii State Department of Education

DANNY BLAS
California Teachers Association

KEVIN COLLINS, Ed.D.
Association of California School Administrators

MICHAEL COLLINS
California Association of Private School Organizations

GREGORY DHUYVETTER
Western Catholic Educational Association

LEE DUNCAN, Ed.D.
Association of Christian Schools International

TOBY ELMORE
California Association of Private School Organizations

JUAN A. FLECHA
Association of California School Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

CAROL GREEN
California Congress of Parents and Teachers, Inc. (PTA)

GREGORY HEDGER, Ed.D.
East Asia Regional Council of Schools

ESTHER KANEHAILUA
Hawaii State Department of Education

CINDY KAZANIS
California Department of Education

KAWENA MARTINEZ
Hawaii State Teachers Association

MONIQUE MCWAYNE
California Department of Education

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

CHRISTOPHER OASE, D.A.
California School Boards Association

DOREEN OLESON, Ed.D.
California Association of Independent Schools

ANDREW RODRIGUEZ
California Federation of Teachers

MATTHEW RUSSO, Ed.D.
Postsecondary Education

JASON SAMPLE
Charter Schools

JONATHAN SCHILD, Ed.D.
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

LAURA STEFANSKI
Public Member, California

KATHERINE THOROSSIAN, Ed.D.
Association of California School Administrators

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School Administrators

LIVINGSTON (JACK) WONG
Public Member, Hawaii

June 28, 2023

Seth Feldman, Executive Director
Bay Area Technology School
8251 Fontaine St.
Oakland, California 94605

Dear Seth Feldman:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2023 Commission Meeting. The ACS WASC Commissioners have determined Bay Area Technology School (6-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2029 with a mid-cycle visit during the 2025-2026 school year.

Bay Area Technology School is required to prepare an in-depth progress report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Bay Area Technology School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Bay Area Technology School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

Bay Area Technology School
"It's going to be a great day at BayTech!"

Performance Improvement Plan:
Bay Area Technology School (2025–2027)

This Two-Year Performance Improvement Plan for Bay Area Technology School outlines a strategic approach to strengthen student outcomes, instructional quality, and operational stability for the 2025 to 2027 school years. Developed in response to the Oakland Unified School District Charter Renewal Guidance, the plan presents a data-driven, research-based roadmap for continuous improvement.

Our plan is grounded in a rigorous analysis of the 2024 California School Dashboard data and aligns with the OUSD School Quality Review rubric. It targets four key focal areas identified as priorities for growth and includes goals for student subgroups currently flagged on the Dashboard.

- **English Language Arts**: Strengthen overall performance and close gaps through standards-aligned instruction, high-quality interventions, and purposeful family partnership.

- **Mathematics**: Improve schoolwide outcomes and accelerate growth through a rigorous curriculum, data-driven supports, and focused enrichment.

- **Chronic Absenteeism**: Build a consistent culture of attendance with proactive outreach, transportation solutions, and tiered supports.

- **Enrollment and Retention**: Reestablish stable enrollment and improve multi-year retention following the facility move through focused outreach, clear onboarding, and an engaging student experience.

Key strategies include full implementation of high-quality curricula (National Geographic Edge and Carnegie Learning), a deepened Multi-Tiered System of Support, high-dosage tutoring through Reading Period interventions and Math Lab, tight formative assessment cycles with defined thresholds and action triggers, and a BayTech-operated van system to remove access barriers.

This work aligns with BayTech's Graduate Profile, is consistent with LCAP goals, and is grounded in a clear research base. It reflects BayTech's commitment to equitable outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Black or African American students.

Spring 2024 Baseline Data Summary

Source: California School Dashboard 2024 (CDE)

Note on Performance Colors: The California School Dashboard assigns performance colors using a five-by-five grid that considers both Status (current performance level) and Change (year-over-year improvement or decline), not Distance from Standard (DFS) alone.

Student Group	ELA DFS (2024)	ELA Color	Math DFS (2024)	Math Color	Chronic Absence % (2024)	CA Color
All Students	-56.0	Orange	-111.4	Orange	25.5%	Orange
English Learners	-89.0	Red	-134.3	Red	33.3%	Orange
Students with Disabilities	-157.1	Red	-205.1	Red	31.0%	Not Reported*
Socio-Economically Disadvantaged	-63.9	Orange	-111.8	Orange	25.6%	Orange
Black or African American	-75.8	Red	-116.5	Orange	22.2%	Not Reported*
Hispanic or Latino	-55.6	Orange	-112.5	Red	26.6%	Orange

*Not reported (<11 students) per CDE privacy rules: color not shown.

At-a-Glance: 2025–2027 Improvement Targets

Focal Area	Baseline (2023-24)	Year 1 Target (2025-26)	Year 2 Target (2026-27)
ELA (All Students)	-56.0 DFS (Orange)	-46.0 DFS (Yellow)	-36.0 DFS (Yellow)
Math (All Students)	-111.4 DFS (Orange)	-95.0 DFS (Yellow)	-85.0 DFS (Yellow)
Chronic Absence (All Students)	25.5% (Orange)	20.0% (Yellow)	15.0% (Yellow)
EL Progress (ELPI)	40.9% (Yellow)	43.0% (Yellow)	45.0% (Yellow)
Enrollment	228 students (Fall 24)	200 students (Fall 25)*	265 students (Fall 26)

* **Note:** The Year 1 target of 200 students reflects a planned, temporary dip associated with the facility move. This enrollment level is already incorporated into the approved budget and cash flow. The plan anticipates rebuilding enrollment in Year 2 through expanded outreach, stronger onboarding, and retention supports.

Table of Contents

1. Executive Summary
2. Spring 2024 Baseline Data Summary
3. At-a-Glance: 2025–2027 Improvement Targets
4. Section I: Introduction and Mission
5. Section II: PIP Goals At-A-Glance
6. Section III: Detailed Goal Tables
    - 3.1 ELA Performance Improvement Plan
    - 3.2 Mathematics Performance Improvement Plan
    - 3.3 Chronic Absenteeism Improvement Plan
    - 3.4 Enrollment Stability & Growth Plan
7. Section IV: Monitoring Calendar and Decision Rules
8. Section V: Implementation Guides
    - 5.1 ELA Implementation Overview
    - 5.2 Mathematics Implementation Overview
    - 5.3 Chronic Absenteeism Implementation Overview
    - 5.4 Enrollment and Retention Implementation Overview
9. Section VI: Research Citations
10. Conclusion

Section I: Introduction and Mission

This document outlines Bay Area Technology School's two-year strategic plan to drive significant improvements in student achievement and operational effectiveness. As a core component of our charter renewal process, this PIP directly addresses the priority growth areas identified by the 2024 California School Dashboard. It aligns with the standards of excellence detailed in the OUSD School Quality Review (SQR) rubric.

BayTech's mission is to prepare all students for college, career, and community success through a rigorous academic program that fosters critical thinking, digital fluency, and civic responsibility. This plan serves as the operational blueprint for that mission. It aligns with BayTech's Graduate Profile and the research base cited in Section VI, with an intensive focus on equitable outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Black/African American students.

The Dashboard presents a clear call to action. While we celebrate strong outcomes in several areas, including a 92.5% graduation rate (2024 Dashboard) and A-G completion rates above the state average, we must urgently address underperformance in core academics and attendance.

According to the official 2024 California School Dashboard:

- English Language Arts performance is 56 points below the standard (Orange) (CAASPP grades 6–8 and 11).
- Mathematics performance is 111.4 points below the standard (Orange)(CAASPP grades 6–8 and 11).
- The Chronic Absenteeism rate is 25.5% (Orange).

Beginning in 2025–26, BayTech supplements its Math Lab and Carnegie Learning program with Mr. D Math's SBAC Preparation platform, a self-paced, adaptive tool that provides diagnostic assessment and personalized, standards-based practice to strengthen readiness for CAASPP mathematics assessments.

Our key student subgroups, particularly English Learners and Students with Disabilities, face even greater challenges. This PIP includes clear goals, evidence-based strategies, and progress monitoring to accelerate learning and improve attendance for every student.

Section II: PIP Goals At-A-Glance

- **Goal 1: ELA Proficiency:** Strengthen schoolwide ELA performance through standards-aligned instruction, high-quality interventions within MTSS, and consistent progress monitoring.
- **Goal 2: Mathematics Proficiency:** Improve schoolwide math outcomes through rigorous curriculum implementation, data-driven supports, and purposeful enrichment.

- **Goal 3: Chronic Absenteeism Reduction**: Build a durable culture of attendance by pairing proactive communication with transportation access and tiered interventions.
- **Goal 4: Enrollment Stability:** Reestablish stable enrollment and improve multi-year retention following the facility move through focused outreach, clear onboarding, and an engaging student experience.

Section III: Detailed Goal Tables

1. ELA Performance Improvement Plan

Category	**Performance**
Specific Growth Area	Schoolwide ELA Proficiency (CAASPP grades 6–8 and 11), with targeted supports for English Learners, Students with Disabilities, and Black/African American students.
Baseline (2024 Dashboard)	All Students: -56 DFS (Orange) English Learners: -89 DFS (Red) SWD: -157.1 DFS (Red) Black/African American: -75.8 DFS (Red) SED: -63.9 DFS (Orange) Hispanic/Latino: -55.6 DFS (Orange)
Year 1 Goal (Spring 2026)	Improve DFS by 10 points for All Students. Improve DFS by 15 points for EL, SWD, Black/AA subgroups. ● All Students: -46 DFS (Yellow) ● English Learners: -74 DFS (Orange) ● SWD: -142 DFS (Organe) ● Black/African American: -60 DFS (Yellow)

Year 2 Goal (Spring 2027)	Improve DFS by an additional 10 points for All Students. Improve DFS by an additional 15 points for English Learners, Students with Disabilities, and Black/African American subgroups. ● All Students: -36 DFS (Yellow) ● English Learners: -59 DFS (Yellow) ● SWD: -127 DFS (Orange) ● Black/African American: -45 DFS (Yellow)
Year 1 Strategies	- Implement National Geographic Edge with pacing fidelity and walk-through look-fors. - Use Reading Period for targeted small-group literacy. - Group students by strand and reading level and provide focused instruction 3 days per week, 30 minutes per session, in small groups (about 3–6 students). - Instruction is aligned to Edge scope and sequence and delivered by trained staff, with - ≥85 percent implementation fidelity and - ≥80 percent student attendance. - Progress is monitored through Exact Path checks each quarter and through common writing rubrics, which are used to regroup students as needed. - Operate a Literacy Lab for Tier 3 students with strand-targeted support tied to diagnostics. - Administer Exact Path diagnostics quarterly and regroup by strand after each cycle. - Host Saturday School tutoring sessions for targeted groups. - Host family literacy workshops with take-home routines and progress updates. - Provide professional learning in foundational reading and phonics for secondary teachers. Focus on decoding routines, morphology, and multisyllabic word strategies that can be embedded in content classes. - Provide professional learning in ELL strategies. Emphasize explicit language objectives, structured talk, sentence frames, vocabulary routines, and guided writing supports.

Year 2 Strategies	- Deepen UDL and ELD practice tied to high-leverage standards and item types, including constructed response and citing evidence. - Publish student portfolios and share growth data at a culminating literacy event. - Launch an all-school writing initiative. Select a schoolwide writing curriculum and finalize a K-12 style rubric for quick writes and extended responses. Calibrate with anchor papers.

2. Mathematics Performance Improvement Plan

Category	**Performance**
Specific Growth Area	Schoolwide Math Proficiency (CAASPP grades 6–8 and 11), with a focus on English Learners and Students with Disabilities.
Baseline (2024 Dashboard)	All Students: -111.4 DFS (Orange) English Learners: -134.3 DFS (Red) SWD: -205.1 DFS (Red) Hispanic/Latino: -112.5 DFS (Red) Black/African American: -116.5 DFS (Orange) SED: -111.8 DFS (Orange)
Year 1 Goal (Spring 2026)	Improve DFS by 16 points for All Students. Improve DFS by 20 points for English Learners and Students with Disabilities. ● All Students: -95 DFS (Yellow) ● English Learners: -115 DFS (Orange)

	● SWD: -185 DFS (Orange)
Year 2 Goal (Spring 2027)	Improve DFS by an additional 10 points for All Students. Improve DFS by an additional 20 points for EL SWD subgroups. ● All Students: -85 DFS (Yellow) ● English Learners: -95 DFS (Orange) ● SWD: -165 DFS (Orange)
Year 1 Strategies	- Implement Carnegie Learning with unit pacing and aligned common formative assessments. - Run Math Lab four days per week in small groups focused on prerequisite skills and current unit needs. - Use Exact Path results to regroup and reteach within two school days. - Conduct lesson study cycles centered on cognitive demand, discourse, and multiple representations. - Offer a Saturday tutoring series tied to upcoming units. - Host a Family Math Night to share strategies, expectations, and supports.
Year 2 Strategies	- Refine pacing and intervention based on Year 1 item analysis and SBAC-style task data. - Increase dosage in Math Lab for students below benchmark and add targeted fluency practice aligned to current units. - Integrate Mr. D Math's SBAC Preparation platform as a self-paced, adaptive practice program. Students complete diagnostic assessments that generate individualized learning paths aligned to CAASPP standards. Teachers use performance analytics to adjust small-group reteach, Math Lab groupings, and targeted intervention cycles to strengthen readiness for state assessments. - Expand advanced pathways where feasible, including AP Statistics or dual-enrollment options. - Deepen teacher learning in discourse moves, error analysis, and language supports for ELs and SWDs.

	- Provide regular blueprint-aligned practice sets and track growth on student-facing dashboards. - Sustain family engagement with a concise midyear update and a spring Math Night.

3. Chronic Absenteeism Improvement Plan

Category	**Operations**
Specific Growth Area	School-wide chronic absenteeism, with a focus on EL and SED students.
Baseline (2024 Dashboard)	All Students: 25.5% (Orange) English Learners: 33.3% (Orange) SED: 25.6% (Orange) Hispanic/Latino: 26.6% (Orange) Students with Disabilities: 31.0% Black/African American: 22.2%
Year 1 Goal (2025–26)	Reduce chronic absenteeism to < 20% for All Students Reduce chronic absenteeism to < 25% for EL and SWD subgroups ● All Students: 20.0% (Orange) ● English Learners: 25.0% (Orange) ● Students with Disabilities: 25.0%
Year 2 Goal (2026–27)	Reduce chronic absenteeism to < 15% for All Students Reduce chronic absenteeism to < 20% for EL and SWD subgroups

	● All Students: 15.0% (Orange) ● English Learners: 20.0% (Orange) ● Students with Disabilities: 20.0%
Year 1 Strategies	- Launch BayTech-operated van system on three routes and adjust stops using on-time arrival data. - Implement Attendance Works' three-tier framework with positive universal messaging, Tier 2 mentor check-ins, and Tier 3 home visits. - Deploy automated, positively framed attendance letters and texts. - Stand up weekly Attendance Team reviews. - Implement attendance contacts as a standing practice
Year 2 Strategies	- Expand or retime routes based on ridership, and add morning greeters to improve on-time arrival rates. - Deepen family partnerships through home visits and attendance conferences. - Recognize perfect and improved attendance publicly. - Use quick family surveys to surface barriers and address them.

4. Enrollment Stability & Growth Plan

Category	**Operations**
Specific Growth Area	New student enrollment and multi-year retention rates.
Baseline (2024–25)	Enrollment: 228 (Fall 24) at 75% retention
Year 1 Goal (2025–26)	Enrollment: 200 by October census (planned, budgeted dip tied to facility move). Achieve at least 90 percent retention.

Year 2 Goal (2026–27)	Enroll 265 students by the October 2026 census. Achieve ≥ 92% retention rate.
Year 1 Strategies	- Run a targeted outreach campaign across community events, social media, and middle school partnerships. - Strengthen onboarding and new family orientation with clear milestones, translated materials, and concierge-style support. - Provide transportation support using the BayTech-operated van system for families affected by the facility move. - Launch a referral program and student-led tours to amplify authentic voices. - Implement early retention systems, including stay interviews and proactive case management for at-risk students. - Deliver quick wins for student experience through engaging clubs, advisory routines, and consistent communication. - Build a neighborhood partnership calendar with monthly presence at Fruitvale market, YEP events, and local churches and faith centers.
Year 2 Strategies	- Deepen feeder school and community partnerships with recurring touchpoints and shared events. - Establish a student ambassador program to support recruitment and belonging. - Expand extracurricular offerings and student leadership opportunities to increase attachment to school. - Streamline midyear transfer onboarding and provide targeted support during key transition points. - Conduct exit interviews and use findings to refine retention practices and family engagement activities. - Co-host “BayTech in the Community” info sessions at partner sites with Spanish and English materials, quick QR application links, and on-site help.

Section IV: Monitoring Calendar and Decision Rules

Data Review Cycle: Monthly Pulse Checks & Quarterly Deep Dives

Month	Data Reviewed	Threshold / Decision Rule	Family Touchpoint
Sept	Exact Path diagnostics (ELA/Math); Attendance baseline	Student moves to Tier 2 if <70% mastery on diagnostic	Family orientation on data systems
Oct	Exact PAth #1 results; Weekly attendance by advisory	Student moves to Tier 3 if <50% Exact Path mastery or >5% absence rate	Monthly attendance update for at-risk students
Dec	Mid-year Exact Path; Chronic absence rates by subgroup	Adjust intervention rosters; trigger home visits for Tier 3	Mid-year progress reports
Feb	Exact Path #2 results; ELPAC interim data; Mid-year DFS check Dr. D Math diagnostics	Regroup students by skill cluster; adjust ELD supports; If <5-point DFS gain, increase tutoring minutes or regroup	Family Conference Week
Mar/Apr	Benchmark assessments; Math Exact Path priority standards check	Project SBAC performance; plan summer supports; If <70% Exact Path mastery in focal standards, assign two extra Math Lab blocks for 4 weeks	Spring family data night

June	CAASPP results; Final attendance data; Retention analysis	Evaluate annual goals; revise PIP for Year 2	End-of-year family celebration and survey

Leading Indicators for Chronic Absenteeism

Indicator	**Threshold**	**Frequency**	**Action if Below Threshold**
On-time arrival rate	≥95%	Weekly	Deploy morning greeters; adjust van schedule
Tier 2 mentor touchpoints	100% completion	Weekly	Reassign students; add mentor capacity
Tier 3 home visits	100% within 2 weeks	Bi-weekly	Prioritize caseload; escalate to the student support team

Note: This guide is a living document. BayTech's ILT team will review it quarterly to ensure it reflects emerging needs and real-time data.

Section V Implementation Guides

ELA Implementation Overview

Phase 1: Foundations and Training (Summer 2025)

- Adopt core and supplemental texts, finalize pacing guides aligned to priority standards, and SBAC claims.
- Train staff on Edge, Universal Design for Learning, and integrated and designated ELD.
- Build a common baseline writing prompt and four-point rubric with anchor papers for calibration.
- Stand up a shared data dashboard for Lexile, writing rubric strands, and interim results.
- Publish a short family guide to home reading routines and conference expectations.

Phase 2: Launch and Early Implementation (Fall 2025 - Spring 2026)

- Use the Reading Period for targeted small-group literacy: 3 days per week, 30 minutes per session, groups of about 3–6 students, delivered by trained staff and aligned to the Edge scope and sequence, with implementation fidelity at or above 85 percent and student attendance at or above 80 percent.
- Administer Exact Path reading and place students into Tier 2 and Tier 3 groups by strand.
- Teach to the pacing guide with explicit language objectives, daily quick writes, and weekly long writes with feedback.
- Provide professional learning in foundational reading and phonics for secondary teachers. Focus on decoding routines, morphology, and multisyllabic word strategies that can be embedded in content classes.
- Provide professional learning in ELL strategies. Emphasize explicit language objectives, structured talk, sentence frames, vocabulary routines, and guided writing supports.
- Run biweekly PLC analysis of student work and plan reteach for strands below target.
- Host Saturday School tutoring for priority students in ELA and Math, with groups formed from diagnostic and Exact Path data and transportation support available via the

BayTech-operated van system.

- Host a family literacy workshop with take-home strategies and reading lists.

Phase 3: Expansion and Enrichment (Fall 2026)

- Use midyear and prior year item analysis to anchor units to the most missed standards and item types.
- Add biweekly SBAC-style constructed responses with immediate feedback using a common rubric.
- Calibrate grading across grades with anchor papers and moderation routines.
- Increase dosage for students below benchmark through strand-targeted Reading Period groups.
- Launch student-facing growth dashboards that show Lexile trends, rubric strands, and claim-evidence reasoning.
- Launch an all-school writing initiative. Select a schoolwide writing curriculum and finalize a K-12 style rubric for quick writes and extended responses. Calibrate with anchor papers.

Phase 4: Acceleration and Reflection (Spring 2027)

- Map each unit assessment to SBAC claims and targets, and ensure each student completes at least four full SBAC-style performance tasks before testing.
- Tighten text-dependent writing with daily claim, evidence, and reasoning quick writes and weekly long writes with revision cycles that focus on citing and explaining evidence.
- Strengthen reading of complex text with academic vocabulary routines, syntax unpacking, sentence combining, and guided annotation that mirrors SBAC stems.
- Provide targeted supports for English Learners and Students with Disabilities with clear language objectives, co-taught small groups, and structured note-taking.
- Run a weekly data cycle on organization, evidence, elaboration, and conventions, and add mini lessons and reteach days when strand averages fall below target.

- Send home short practice sets with exemplars and checklists, hold student-led data conferences, administer two schoolwide on-demand writings, and complete learning walks focused on alignment and feedback quality.

Mathematics Implementation Overview

Phase 1: Foundations and Training (Summer 2025)

- Install Carnegie Learning, finalize pacing, set unit assessment windows, and align unit prerequisites.
- Provide professional learning on NCTM practices, discourse routines, multiple representations, and error analysis.
- Form lesson study teams with a common planning template and observation tool.
- Configure dashboards for Exacy Path mastery, prerequisite skills, and practice completion.
- Publish a math pathways guide and course expectations for families.

Phase 2: Launch and Early Implementation (Fall 2025 - Spring 2026)

- Launch Math Lab tutoring at 4 times per week, 40-minute sessions, 1 to 4 ratio, aligned to Carnegie skill maps, with session delivery at or above 85 percent and student attendance at or above 80 percent.
- Administer diagnostics every three to four weeks.
- Conduct classroom walkthroughs to check cognitive demand and discourse and provide bite-sized feedback within 48 hours.
- Run PLC analysis of Exact Path error patterns and plan targeted reteach by standard.
- Host a family math night with strategy demonstrations and resources.

Phase 3: Expansion and Enrichment (Fall 2026)

- Target instruction to priority standards most frequently missed in the prior year analysis.
- Add weekly SBAC-style item sets with multi-step problems and short written justifications.

- Integrate Mr. D Math's SBAC Prep for grades 6, 7, 8, and 11 to deliver adaptive, standards-aligned practice that reinforces priority standards and CAASPP readiness.

- Run lesson study cycles focused on discourse, error analysis, and connections among representations.

- Group Math Lab by prerequisite skills for current units, and add explicit fluency practice that supports the unit focus.

- Calibrate constructed-response scoring using common rubrics and anchor responses.

- Launch student-facing growth dashboards that track Exact Path mastery, prerequisite skills, and problem-solving rubrics.

- Strengthen support for English Learners and Students with Disabilities with posted language objectives, sentence frames, worked examples, guided notes, and co-taught small groups for problem deconstruction and re-attempts.

Phase 4: Acceleration and Reflection (Spring 2027)

- Map all assessments to SBAC claims and targets and ensure each student completes at least four full SBAC-style practice sets, including performance tasks.

- Build mastery on high-leverage content with daily warm-ups that spiral ratios and proportional reasoning, expressions and equations, and functions, plus two mini lessons per week on misconceptions flagged by Exact Path data.

- Require evidence-based explanations that use diagrams, tables, and equations, and use error analysis routines three times per week with student-authored corrections.

- Increase Math Lab minutes for students below the benchmark and provide small group reteach within 48 hours for any standard below target.

- Run a weekly data cycle that triggers one reteach day and a reassessment when a standard average falls below target, and track Carnegie practice completion with class goals for mastery checkpoints.

- Administer two schoolwide SBAC-style interim assessments with item type coverage that matches the blueprint and conduct learning walks for cognitive demand, discourse, and feedback quality.

Chronic Absenteeism Implementation Overview

Phase 1: Foundations and Logistics (Summer 2025)

- Secure vans, drivers, routes, safety protocols, and ridership eligibility, and build a ridership roster.
- Designate the attendance team, set a weekly meeting calendar, and define Tier 1-3 protocols.
- Build automated positive messages and early alerts in English and Spanish.
- Provide training on the Attendance Works framework and trauma-informed communication.
- Publish transportation schedules and attendance expectations for families.

Phase 2: Launch and Early Implementation (Fall 2025 - Spring 2026)

- Launch three van routes, track on-time arrival, and adjust stops based on data.
- Implement Tier 1 universal supports that include positive letters and texts, advisory recognition, and class shoutouts.
- Begin Tier 2 mentoring for students with 5 to 9 percent absence, with weekly check-ins and a simple log.
- Review disaggregated attendance weekly by subgroup and advisory, and trigger outreach when flags appear.
- Hold a start-strong orientation and follow-up calls for any student who misses two days in the first two weeks.
- Implement attendance contacts as a standing practice: same-day outreach for every unexcused absence, with a documented sequence of text, phone, and conference touchpoints that escalates by tier.

Phase 3: Targeted Support and Culture (Spring 2026)

- Provide Tier 3 case management, including home visits and individualized plans that address barriers.
- Add subgroup strategies with bilingual liaison outreach for English Learners and a review of IEP supports for Students with Disabilities who have attendance barriers.

- Launch Attendance Ambassadors via our Leadership Class and a student-produced Why We Show Up campaign.

- Celebrate improved attendance through growth and persistence at the advisory level. Partner with athletics so coaches review daily attendance, set eligibility thresholds, and recognize teams and players who meet attendance goals.

- Gather quick family surveys to surface barriers and co-design solutions.

Phase 4: Acceleration and Sustainability (Spring 2027)

- Compare current rates to Year 1, adjust transportation and outreach when subgroup trends move in the wrong direction, and document changes.

- Use a rapid response protocol for students flagged at risk that assigns a case owner the same day, contacts the family within two school days, and logs a follow-up plan within five school days.

- Host a community town hall on chronic absence trends and available resources.

- Hold a schoolwide recognition assembly and advisory awards, and plan Year 3 improvements during an ILT retreat.

Enrollment and Retention Implementation Overview

Phase 1: Marketing, Onboarding, and Systems (Summer 2025)

- Build a targeted outreach plan for community events, social media, and middle school partnerships with a calendar and materials library.

- Strengthen onboarding and new family orientation with clear milestones, translated materials, and a concierge-style support channel.

- Set up a simple data tracker for inquiries, applications, enrollments, withdrawals, and reasons for withdrawal.

- Draft a stay interview protocol and a short script for proactive calls to returning families.

- Prepare transportation information for families affected by the facility move.

- Build a neighborhood partnership calendar with monthly presence at Fruitvale market, YEP events, and local churches and faith centers.

Phase 2: Outreach, Engagement, and Early Retention (Fall 2025 - Spring 2026)

- Run high-visibility outreach events, student-led tours, and shadow days, and follow up within 48 hours to convert interest to applications.
- Host monthly family engagement activities and publish a short newsletter that highlights student work and key dates.
- Conduct stay interviews with students and families flagged at risk and create brief action plans to address concerns.
- Operate the BayTech van system and verify on-time arrival during the first two weeks.
- Launch a referral program with simple talking points and recognition for participating families.

Phase 3: Partnerships and Student Experience (Spring 2026)

- Expand middle school and community partnerships with recurring touchpoints, co-hosted events, and feeder presentations.
- Improve extracurricular offerings and student leadership opportunities that strengthen attachment to school.
- Create a midyear onboarding checklist for incoming transfers and hold a welcome session within the first week.
- Conduct exit interviews for any withdrawals and analyze patterns to inform program and service improvements.
- Share a brief midyear progress note with families that names what is working and what will improve next.
- Co-host “BayTech in the Community” info sessions at partner sites with Spanish and English materials, quick QR application links, and on-site help.

Phase 4: Strategic Evaluation and Scaling (Spring 2027)

- Strengthen the student ambassador program by recruiting and training ambassadors, scheduling tours and shadow days, and tracking each visit from invite to enrollment decision.

- Refine retention supports using Year 1 data by identifying the top withdrawal drivers, implementing targeted fixes, and publishing a short action memo to staff and families.

- Launch a rapid response protocol for persistence in which flagged students receive a same-day case assignment, family contact within two school days, and documented follow-up within five school days.

- Improve midyear onboarding with a single checklist for new families, a welcome session in week one, and a staff or peer guide who checks in weekly for the first month.

- Optimize transportation and scheduling by adjusting van routes or bell schedules when needed, and verify on-time arrival for 2 weeks after each change.

- Scale high-yield recruitment activities by repeating the events that produced the most inquiries, refreshing student-led tours and open houses, and expanding feeder school touchpoints on a shared calendar.

- Run a parent ambassador and referral push with simple talking points and referral cards, and recognize families who bring in new enrollees.

- Review monthly enrollment and retention dashboards, set targets for the next cycle, and update the playbook with finalized workflows and templates.

Section VI: Research Citations

This PIP is grounded in the following research base. Each citation is paired with the plan element it informs.

- **Black, P., & Wiliam, D. (1998).** Assessment and classroom learning. *Assessment in Education, 5*(1), 7–74.
  Supports formative assessment cycles and feedback routines that drive instructional adjustments.

- **National Council of Teachers of Mathematics. (2014).** *Principles to Actions: Ensuring Mathematical Success for All.*
  Anchors lesson study focuses on discourse, cognitive demand, multiple representations, and eliciting evidence of student thinking.

- **Institute of Education Sciences. Practice Guide: Teaching Academic Content and Literacy to English Learners in Grades 6–12.**
  Supports integration of explicit language objectives, text-based writing, and vocabulary routines in content classes, aligned to your Edge plus ELD design.

- **CAST. (2018).** *Universal Design for Learning Guidelines, version 2.2.*
  Supports use of UDL checkpoints such as clarifying vocabulary and symbols, scaffolded practice, and mastery-oriented feedback, in ELA and Math.

- **Nickow, A., Oreopoulos, P., & Quan, V. (2020).** The impressive effects of tutoring on PreK–12 learning: A systematic review and meta-analysis.
  Supports tutoring design choices in Reading Period interventions and Math Lab, such as 3 to 4 sessions per week, small groups, and tight alignment with the core scope and sequence.

- **Attendance Works. (2023).** *Preventing and Responding to Chronic Absence: A Tiered Approach.*
  Provides the three-tier framework used for universal messaging, targeted mentoring, and Tier 3 case management with home visits.

- **Rogers, T., & Feller, A. (2018).** Reducing student absences at scale by nudging parents with data.
  Supports low-cost, positively framed letters and text messages to reduce absenteeism through behavioral insights.

- **Lewis, C., Perry, R., & Hurd, J. (2009).** Improving mathematics instruction through lesson study.
  Supports your PLC lesson study cycles focused on planning, observation, and refinement

tied to student evidence.

- **Jeynes, W. H. (2012).** A meta-analysis of parental involvement programs for urban students. *Urban Education, 47*(4), 706–742.
  Supports family workshops, student-led conferences, and regular data nights as levers for achievement and persistence.

Conclusion

This Performance Improvement Plan represents Bay Area Technology School's comprehensive, research-based commitment to dramatically improving student outcomes, operational stability, and equity for all learners. By implementing high-quality curricula, deepening our MTSS, removing attendance barriers, and engaging families as partners, we are confident that BayTech will achieve significant, measurable progress toward our two-year goals.

We look forward to partnering with OUSD to ensure every BayTech student is prepared for college, career, and community success.

Prepared by: Bay Area Technology School Leadership Team

Date: June 2025

Contact: Seth Feldman, Executive Director
sfeldman@baytechschool.org
(510) 382-9932
8251 Fontaine St., Oakland, CA 94605

Appendix 9 – Financial Packet

Bay Area Technology School

Charter Renewal Petition (2026–2028)

This appendix includes all financial documentation required for the renewal review of Bay Area Technology School by the Oakland Unified School District. The materials provide a comprehensive overview of the school's fiscal condition, multi-year sustainability, and compliance with Education Code §47605(c)(5)(G) and OUSD renewal standards.

File Name	Title / Description	Purpose / Contents
Appendix09a_FinancialNarrative_2025.pdf	Financial Narrative (October 2025)	Provides a written overview of BayTech's fiscal condition, revenue and expenditure assumptions, and how the financial plan aligns with the school's educational priorities.
Appendix09b_Budget_CashFlow_2025.pdf	Budget & 3-Year Cash Flow Projection (October 10, 2025)	Presents a detailed annual budget and three-year cash flow projection demonstrating fiscal stability, prudent reserves, and sustainability throughout the renewal term.
Appendix09c_LCFFCalculator_2025.pdf	LCFF Calculator (October 10, 2025)	Details Local Control Funding Formula revenue projections based on enrollment, ADA, and demographic assumptions, verifying revenue accuracy and funding compliance.
Appendix09d_BalanceSheet_083125.pdf	Balance Sheet (as of August 31, 2025)	Summarizes assets, liabilities, and net position, demonstrating solvency and overall fiscal health as of the most recent financial reporting period.
Appendix09e_ProfitLoss_083125.pdf	Profit and Loss Statement (as of August 31, 2025)	Provides income and expense summaries showing alignment between projected and actual results for the fiscal year-to-date and overall operational efficiency.

All financial documents are current as of the dates indicated and align with BayTech's fiscal year 2025–26 planning cycle.

Bay Area Technology School

Charter Petition Multi-Year Budget Assumptions Narrative

The following narrative and assumptions were considered when developing Bay Area Technology's Charter Petition Budget that encompasses the 2025-26 Fiscal Year and three subsequent years. They are accurate to the best of the current information available as of October 2025.

Enrollment & Revenue Assumptions

Each of these assumptions and calculations should be easily identifiable on the "*Revenue Assumptions"* tab of the provided excel sheet. Provided below is additional narrative briefing for specific funding sources.

1. Presented below in the table is Bay Area Technology's projected enrollment and ADA. The data below is presented for the last year of the current charter term (2025-26) and the next three subsequent years (2026-27, 2027-28, 2028-29). The average daily attendance number is budgeted at 92.5% based on historical ADA Rate for Bay Area Technology.

	Current Charter Term Final Year	New Charter Term Year 1	New Charter Term Year 2	New Charter Term Year 3
	2025-26	2026-27	2027-28	2028-29
Enrollment Target	200	265	290	320
ADA	187.86	246.45	269.70	325.50

2. Bay Area Technology's Unduplicated Pupil Percentage of 89% was kept constant based on historical figures at the school during the school's last charter term.

3. Local Control Funding Formula rates are based on the most recent FCMAT (Fiscal Crisis & Management Assistance Team) calculator rates for per ADA (Average Daily Attendance Rate) in FY2025-26 and follows the chart below. This rate is made up of State Aid Revenue, In Lieu Property Tax and EPA revenue.

4. Federal Title Funding – Bay Area Technology is budgeting for Federal Title funding that includes Title I at $500 per UPP, Title II assumed at $55 per UPP, & Title IV at $10,000 total allocation. Title III Immigrant Education assumed at approximately $7 per ADA and (beginning in FY19-20 based on prior year ADA). These revenues on a per UPP basis, are budgeted to increase 3% year over year.

5. Special Education Revenue – Bay Area Technology School is a member of El Dorado Charter SELPA and therefore our revenue projections are based on the most recently provided rates by the SELPA. Bay Area Technology is budgeting for approximately $921 per ADA for AB 602 and $135 per ADA for IDEA Special Education Funding. Mental Health revenue provided directly

from the CDE has been budgeted off $83 per ADA. Future years project a 3% annual increase is assumed for each of these revenue sources on a per ADA basis.

6. ASES Program Revenue – Bay Area Technology has been awarded an ASES Grant from the CDE every year during the current charter term. For 2025-26 the award is budgeted at $159,517 based on the school's 2025-26 GAN and includes a 3% annual increase in future years.

7. State Lottery Funding – Bay Area Technology is budgeting for State Lottery Funding based off the most recent projections from the CDE for the 2025-26 fiscal year. Unrestricted (Non-Prop 20) Lottery is budgeted at $184 per ADA and Restricted (Prop 20) Lottery is budgeted at $75 per ADA. Future years project a 3% annual increase is assumed for each of these revenue sources on a per ADA basis.

8. Mandate Block Grant – Bay Area Technology is budgeting to participate in the Mandate Block Program based off the most recent projections from the CDE for the 2025-26 fiscal year. The Charter School Mandate Block Grant rates are $20.06 per (PY) K-8 ADA and $55.75 per (PY) 9-12 ADA. Future years project a 3% annual increase is assumed for each of these revenue sources on a per ADA basis.

9. NSLP Program Revenue - Bay Area Technology is projecting National School Lunch Program (NSLP) revenues based on historical reimbursement rates and expected number of meals served for both Federal and State NSLP Funding. Bay Area Technology partners with School Food Solutions to help manage and support the school's school lunch program and reimbursements. The current reimbursement rates are based on the most recent Federal and State rates provided by School Food Solutions for Breakfast and Lunch across the Free, Reduced and Paid tiers.

10. Facilities Funding – Bay Area Technology has a 30-Year lease agreement in place for their current location at 1445 23rd Avenue and is projecting SB 740 revenues for the current 2025-26 fiscal year and each of the subsequent fiscal years of the new charter term. Based on Bay Area Technology's lease agreement and projected enrollment, the school would be funded off of the per ADA amount provided by the CSFA. SB 740 revenues are projected at $1,463 per ADA for 2025-26 based on the most recent projections from CSFA. Future years project a 3% annual increase is assumed for each of these revenue sources on a per ADA basis.

11. Other State Revenue – Bay Area Technology is projecting a handful of revenue sources classified as *Other State Revenue.* Shown below is a snapshot from the *"Revenue Assumptions"* tab of the budget that identifies each of those sources. And listed below the snapshot is a brief sentence or two about each revenue source

Other State Revenue Analysis

Funds	2025-26	2026-27	2027-28	2028-29
EEF	$ 23,479			
ELOP	$ 100,000	$ 100,000	$ 102,300	$ 102,300
Learning Recovery BG #1 & #2	$ 302,008	$ 26,008	$ 26,008	
AMIBG	$ 190,112			
Community Schools	$ 420,000	$ 250,000	$ 250,000	$ 187,500
Arts Prop 28 BG	$ 93,640	$ 34,783	$ 45,816	$ 50,138
Pathways Grant -TBD	$ 544,889	$ -		
College and Career Pathways	$ 100,000	$ -		
Student Support Discretionary BG	$ 68,959			

1.) Education Effectiveness Funding (EEF) – remaining allocation of one-time EEF funding, allocated in 2025-26.
2.) Expanded Learning Opportunities Program (ELOP) – budgeted at $100,000 minimum funding allocation for 2025-26 and 2026-27. Funding based on approximately $2,750 per ADA / UPP kicks in for 2027-28 and 2028-29.
3.) Learning Recovery Emergency Block Grant #1 – Bay Area Technology will allocate their remaining allocation - $276,000 – of the initial Learning Recovery Block Grant from the 2022-23 Fiscal Year in 2025-26.
4.) Learning Recovery Emergency Block Grant #2 – Bay Area Technology is projecting $26,008 for the "Learning Recovery Block Grant #2" that will be allocated during the 2025-26, 2026-27 and 2027-28 fiscal years. This is based on the allocations produced by the CDE in August 2025.
5.) Arts, Music, Instructional Block Grant (AMIBG) – remaining allocation of one-time AMIBG funding allocated in 2025-26.
6.) Community Schools – Bay Area Technology was awarded a 5-Year Community Schools Implementation Grant that began in 2024-25. The total award was $1,187,500 spread out over 5 years. Bay Area Technology is allocating $420,000 in 2025-26 as the school only allocated $80,000 in the 2024-25 – the first implementation year.
7.) Proposition 28 Funding – Prop 28 funding is projected for each year based on approximately $180 per Prior Year ADA.
8.) Golden State Pathways Grant – Bay Area Technology was awarded $544,889 of one-time Planning & Implementation Grants as part of the Golden State Pathways Program. Those funds will be fully allocated in 2025-26. Bay Area Technology receiving (2) $110,000 planning grants to plan a Health Care and CIS Pathway. Additionally, the school was awarded a $324,000 Implementation Grant for an Education Pathway.
9.) College & Career Access Pathways – Bay Area Technology was awarded a one-time $100,000 College & Career Access Pathways Grant. That will be fully allocated in 2025-26.

12. Measure G-1 Local Revenue - Bay Area Technology is projecting two sources of Measure G-1 Revenue under the local revenue projections. Measure G-1 program source revenue is projected at $35,229 for 2025-26 based on the school's Measure G-1 award for 2025-26. This revenue source has not been projected in future years. If the program is discontinued, Bay Area Technology wanted to budget as conservatively as possible. Measure G-1 Staff Retention revenue is budgeted at $48,900 in 2025-26 based on the 2024-25 amount that the school received. This revenue is budgeted for in future fiscal years, however there is matching salary retention line-item expenditure associated with it. Therefore, if this program ends in future years there would be a dollar-for-dollar expenditure reduction to match the loss of revenue.
13. New Market Tax Credit Revenue Sources – As part of Bay Area Technology's NMTC financing structure the school receives distributions from the construction project in each of the budget years presented in the charter petition. These two revenue sources are Leverage Loan Payments of $157,060 and QALICB Distributions of $514,764. These revenue sources are guaranteed to be delivered to Bay Area Technology as part of the New Market Tax Structure model that was developed in the financing and development of the Palace Theater.

Expenditure Assumptions

The majority of the expenditures and underlying assumptions can be found on the Expenditures Assumptions Tab of the MYP Budget Spreadsheet. Additionally, the staffing assumptions and related costs be found on each of the individual fiscal year staffing sheets.

However, listed below are some additional notes on some of the key expenditure items.

Non-Staffing Expenditure Narrative Notes

14. Facility Lease Cost - budgeted at a fixed $700,000 foe each of the budget years presented in the MYP Spreadsheet. The lease agreement between Bay Area Technology and the LLC is fixed over the 30-year lease period based on the New Market Tax Credit financing model.

15. Interest Costs – budgeted based on the financing terms and loans that Bay Area Technology secured to purchase and develop the Palace Theater.

16. Legal Fees – Legal Fees are budgeted at approximately $200,000 for 2025-26 but are decreased dramatically in 2026-27 and beyond. The reason for the drop is Bay Area Technology is projecting significant legal fees in 2025-26 that are allocated towards charter renewal and the on-going lawsuit Baytech has against OUSD. Those legal fees are expected to drop beginning in 2026-27.

17. Facility Security – Facility Security is budgeted at $100,000 in fiscal year 2025-26 and then drops to $0.00 in 2026-26 and beyond. Bay Area Technology contracted with a private security company when the school was located at the King Estate Campus and continued the agreement as the school moved to the Palace Theater. Beginning in 2026-27 Bay Area Technology will no longer need 3rd party security services as the campus has a state of the art security system in place.

Staffing Expenditure Narrative Notes

18. Staff Salaries are based on 2025-26 contracts and budgeted to increase by 6% Year over Year.

19. Bay Area Technology participates in both the CalSTRS and CalPERS pension programs. The budgeted Employer Contribution Rates match the most recent fiscal dartboard provided by School Services of California that was published with the 2025-26 Adopted Budget.

20. Bay Area Technology employee benefits are comprised of medical, dental and vision coverage with an annual cap of $15,000 that was approved by Baytech's governing board in 2021-22. This applies to most employees except a small handful who were grandfathered in for 100% benefit contribution from Bay Area Technology School. Benefits increases are calculated to follow a 10% COLA.

Contingency Plan

Over the past 7 fiscal years Bay Area Technology School's Governing Board and Administrative Team have delivered a positive budget and have not once incurred a budget deficit over those years. This comes across a tumultuous period of COVID-19 uncertainty, a horrific on-campus shooting, declining school enrollment due to the on-campus incident, and rising costs across the board for staff wages, benefits, and vendor contracts. Yet, despite all of these obstacles the Governing Board and Administrative team was able to successfully navigate the school's finances by providing a balanced budget. This financial history provides clear evidence that the Governing Board and Administrative Team have a strong understanding of both charter school finance and any macro-economic factors that may affect the budget or school operations. More specifically, the Governing Board and Administrative Team have demonstrated a history of being able to swiftly adjust operations and make tough, sometimes unpopular decisions (i.e staffing cuts or program changes) when necessary. As a single-site charter school Bay Area Technology is able to make financial changes that have immediate effects on the budget and is not financially weighed down by a large district level size staff.

Bay Area Technology School
Charter Petition Enrollment & ADA Projections

Enrollment

	Year One	Year Two	Year Three	Year Four
	2025-26	2026-27	2027-28	2028-29
Grades K-3	-	-	-	-
Grades 4-6	25.00	40.00	40.00	45.00
Grades 7-8	45.00	65.00	80.00	90.00
Grades 9-12	130.00	160.00	170.00	185.00
TOTAL	200.00	265.00	290.00	320.00

Average Daily Attendance

ADA Rate

93.2%	Year One	Year Two	Year Three	Year Four
	2025-26	2026-27	2027-28	2028-29
Grades K-3	-	-	-	-
Grades 4-6	20.11	37.20	37.20	46.50
Grades 7-8	40.87	60.45	74.40	93.00
Grades 9-12	126.88	148.80	158.10	186.00
TOTAL	187.86	246.45	269.70	325.50

Unduplicated Count

Unduplicated Percentage

89%	Year One	Year Two	Year Three	Year Four
	2025-26	2026-27	2027-28	2028-29
Grades K-12	179	237	259	286

Bay Area Technology School
Charter Petition Budget Analysis

Budget Analysis	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
Total Revenues	$ 6,749,930	$ 6,491,196	$ 7,141,042	$ 7,922,311
Total Expenditures	#REF!	#REF!	#REF!	#REF!
Fiscal Year Ending Fund Balance	#REF!	#REF!	#REF!	#REF!
Beginning Fund Balance	$ 3,860,661	#REF!	#REF!	#REF!
Cumulative Fund Balance	#REF!	#REF!	#REF!	#REF!

Bay Area Technology School
Charter Petition Budget Projections

Projected Revenues

	Year 1 2025-26	Year 1 2026-27	Year 3 2027-28	Year 4 2028-29
State Revenue Limit Sources				
8011 - LCFF General Entitlement	$ 1,566,855	$ 2,103,973	$ 2,405,221	$ 2,773,093
8012 - Education Protection Act	$ 744,728	$ 1,006,500	$ 1,139,123	$ 1,298,568
8096 - In Lieu of Property Taxes	$ 738,342	$ 968,549	$ 1,059,921	$ 1,169,568
8019 - PY Adjustments	$ -	$ -		
Total, State Revenue Limit Sources	$ 3,049,925	$ 4,079,022	$ 4,604,265	$ 5,241,229
Federal Revenues				
8181/8182 - Special Education - Federal	$ 34,134	$ 34,248	$ 38,603	$ 47,988
8290 - Title I, II, III, IV & CSI Revenues	$ 109,245	$ 145,745	$ 158,832	$ 174,483
8297 - NSLP	$ 118,450	$ 122,004	$ 125,664	$ 129,434
8299 - Other Federal Revenues	$ -	$ -		
Total, Federal Revenues	$ 261,829	$ 301,996	$ 323,098	$ 351,905
Other State Revenues				
8560 - Unrestricted Lottery (Non Prop 20)	$ 35,693	$ 48,230	$ 54,364	$ 67,580
8561 - Restricted Lottery (Prop 20)	$ 15,405	$ 20,815	$ 23,462	$ 29,166
8550 - Mandate Block Programs	$ 8,297	$ 10,563	$ 11,726	$ 14,390
8596 - State Nutrition Program	$ 54,691	$ 56,332	$ 58,022	$ 59,762
8597 - SB740	$ 274,764	$ 371,272	$ 418,486	$ 520,221
8598 - ASES	$ 159,177	$ 163,952	$ 168,871	$ 173,937
8592 - State Special Ed (AB602)	$ 260,517	$ 233,677	$ 255,491	$ 317,602
8590 - Special Ed Mental Health (RS 6512)	$ 15,592	$ 21,069	$ 23,057	$ 27,827
8599 - Other State Revenues	$ 1,843,087	$ 410,791	$ 424,124	$ 339,938
Total, Other State Revenues	$ 2,667,223	$ 1,336,700	$ 1,437,603	$ 1,550,423
Other Local Revenues				
8792 - AB602 Local Transfer Special Education	$ -	$ -	$ -	$ -
8650 - Rental Income	$ -	$ -	$ -	$ -
8660 - Interest Income	$ 5,000	$ 5,000	$ 5,000	$ 5,000
8682 - Foundation Grants/Donations	$ 10,000	$ 10,000	$ 10,000	$ 10,000
8684 - Leverage Loan Payments	$ 157,060	$ 157,060	$ 157,060	$ 157,060
8685 - QALICB Distributions	$ 514,764	$ 514,764	$ 514,764	$ 514,764
8699 - Other Local Revenue	$ 84,129	$ 86,653	$ 89,252	$ 91,930
Total, Local Revenues	$ 770,953	$ 773,477	$ 776,076	$ 778,754
Total Revenues	$ 6,749,930	$ 6,491,196	$ 7,141,042	$ 7,922,311

Projected Expenditures

	Year 1 2025-26	Year 1 2026-27	Year 3 2027-28	Year 4 2028-29
Certificated Salaries				
1100 - Certificated Teachers	$ 1,041,374	$ 1,233,472	$ 1,356,934	$ 1,546,614
1120 - Substitute Teachers	$ 59,000	$ 61,480	$ 65,169	$ 69,079
1200 - Certificated Pupil Support	$ -	$ -	$ -	$ -
1300 - Certificated Admin	$ 196,134	$ 207,902	$ 220,376	$ 293,150
1900 - Other Certificated	$ -	$ -		
Total, Certificated Salaries	$ 1,296,508	$ 1,502,855	$ 1,642,479	$ 1,908,842
Non-Certificated Salaries				
2100 - Classified Instructor Aides	$ 156,400	$ 129,506	$ 137,276	$ 145,512
2200 - Classified Support	$ 67,200	$ 76,002	$ 142,978	$ 151,557
2300 - Classified Administrators	$ 126,000	$ -	$ -	$ 154,832
2400 - Classified Clerical	$ 241,233	$ 207,124	$ 313,934	$ 332,770
2900 - Classified Other	$ 129,500	$ 137,270	$ 145,506	$ 154,944
Total, Non-Certificated Salaries	$ 720,333	$ 549,902	$ 739,694	$ 939,615
Employee Benefits				
3100 - STRS	$ 205,420	$ 240,336	$ 264,202	$ 341,679
3200 - PERS	$ 159,069	$ 143,510	$ 194,810	$ 213,407
3300 - Medicare/ Social Security	$ 82,066	$ 73,406	$ 90,523	$ 100,632
3400 - Health and Welfare Benefits	$ 285,927	$ 266,572	$ 333,214	$ 409,345
3500 - Unemployment Insurance	$ 8,610	$ 9,572	$ 11,090	$ 13,256
3600 - Workers Compensation	$ 21,537	$ 22,010	$ 25,600	$ 30,685
3900 - 403B	#REF!	#REF!	#REF!	#REF!
Total, Employee Benefits	#REF!	#REF!	#REF!	#REF!
Books & Supplies				
4100 - Textbooks & Core Curriculum	$ 77,935	$ 81,052	$ 84,294	$ 87,666
4200 - Books & Supplemental Curriculum	$ -	$ -	$ -	$ -
4300 - Materials & Supplies	$ 76,702	$ 79,770	$ 82,961	$ 86,279
4400 - Non-Cap Furniture & Equipment	$ 17,295	$ 17,987	$ 18,706	$ 19,455
4700 - Food Services	$ 179,323	$ 186,496	$ 193,956	$ 201,714
Total, Books & Supplies	$ 351,255	$ 365,305	$ 379,917	$ 395,114
Services & Operating				
5200 - Travel & Conferences	$ 39,197	$ 40,765	$ 42,396	$ 44,091
5300 - Dues & Memberships	$ 19,760	$ 20,550	$ 21,372	$ 22,227
5400 - General Liability Insurance	$ 84,311	$ 87,683	$ 91,191	$ 94,838
5500 - Utilities & Housekeeping Services	$ 353,342	$ 263,476	$ 274,015	$ 284,975
5600 - Facility Rent	$ 700,000	$ 700,000	$ 700,000	$ 700,000
5601 - Facility Repairs & Misc.	$ 6,192	$ 6,440	$ 6,698	$ 6,966
5800 - Professional & Consulting Services	$ 838,184	$ 751,986	$ 780,486	$ 816,234
5900 - Communications	$ 40,501	$ 32,121	$ 33,405	$ 34,742
Total, Services & Other Operating	$ 2,081,487	$ 1,903,021	$ 1,949,563	$ 2,004,073
Depreciation & Interest				
6900 - Depreciation	$ 142,323	$ 142,323	$ 128,113	$ 113,904
7438 - PCSD Interest	$ 80,000	$ 80,000	$ 80,000	$ 80,000
7438 - LISC / RDF Interest #1	$ 864,785	$ 855,874	$ 846,499	$ 836,318
7438 - LISC / RDF Interest #2	$ 151,161	$ 177,809	$ 175,361	$ 172,711
Total, Capital Outlay	$ 1,238,269	$ 1,256,006	$ 1,229,973	$ 1,202,933
Total Expenditures	#REF!	#REF!	#REF!	#REF!
Fiscal Year Ending Fund Balance	#REF!	#REF!	#REF!	#REF!

Bay Area Technology School
Charter Petition Revenue Projections

	Year 1 2025-26	Year 1 2026-27	Year 3 2027-28	Year 4 2028-29
General Entitlement				
LCFF	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc
EPA	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc
ILPT	LCFF Calc	LCFF Calc	LCFF Calc	LCFF Calc
PY Adj	$ -	$ -		
Federal Revenue Assumptions				
Federal - Special Ed per ADA	$ 135	$ 139	$ 143	$ 147
Federal - Special Ed Mental Health (RS 3327)	$ -	$ -		
Federal - Title I	$ 89,410	$ 122,022	$ 133,534	$ 147,348
Federal - Title II	$ 9,835	$ 13,422	$ 14,689	$ 16,208
Federal - Title III	$ -	$ -	$ -	$ -
Federal - IV	$ 10,000	$ 10,300	$ 10,609	$ 10,927
Federal - CSI	$ -	$ -		
NSLP	$ 118,450	$ 122,004	$ 125,664	$ 129,434
Other Federal Revenues	$ -	$ -		
State Revenue Assumptions				
State Nutrition Program	$ 54,691	$ 56,332	$ 58,022	$ 59,762
Unrestricted Lottery	$ 190	$ 196	$ 202	$ 208
Restricted Lottery	$ 82	$ 84	$ 87	$ 90
Mandate Block Grant K-8	$ 20.06	$ 20.66	$ 21.28	$ 21.92
Mandate Block Grant 9-12	$ 55.75	$ 57.42	$ 59.15	$ 60.92
SB740	$ 1,463	$ 1,506	$ 1,552	$ 1,598
ASES Grant	$ 159,177	$ 163,952	$ 168,871	$ 173,937
State - Special Ed (AB602)	$ 921	$ 948	$ 977	$ 1,006
State - Special Ed Mental Health (RS 6512)	$ 15,592	$ 21,069	$ 23,057	$ 27,827
Other State Revenue	$ 1,843,087	$ 410,791	$ 424,124	$ 339,938
Local Revenue Assumptions				
AB602 Local Contribution - Special Education per ADA	$ -	$ -		

Baytech Projected Revenues

	Year 1 2025-26	Year 1 2026-27	Year 3 2027-28	Year 4 2028-29
State Revenue Limit Sources				
8011 - LCFF General Entitlement	$ 1,566,855	$ 2,103,973	$ 2,405,221	$ 2,773,093
8012 - Education Protection Act	$ 744,728	$ 1,006,500	$ 1,139,123	$ 1,298,568
8096 - In Lieu of Property Taxes	$ 738,342	$ 968,549	$ 1,059,921	$ 1,169,568
8019 - PY Adjustments	$ -	$ -		
Total, State Revenue Limit Sources	$ 3,049,925	$ 4,079,022	$ 4,604,265	$ 5,241,229
Federal Revenues				
8181 - Special Education - Federal	$ 34,134	$ 34,248	$ 38,603	$ 47,988
8182 - Special Education - Federal MH	$ -	$ -		
8290 - Title I, II, III, IV, CSI	$ 109,245	$ 145,745	$ 158,832	$ 174,483
8297 - NSLP	$ 118,450	$ 122,004	$ 125,664	$ 129,434
8299 - Other Federal Revenues	$ -	$ -		
Total, Federal Revenues	$ 261,829	$ 301,996	$ 323,098	$ 351,905
Other State Revenues				
8560 - Unrestricted Lottery (Non Prop 20)	$ 35,693	$ 48,230	$ 54,364	$ 67,580
8561 - Restricted Lottery (Prop 20)	$ 15,405	$ 20,815	$ 23,462	$ 29,166
8550 - Mandate Block Programs	$ 8,297	$ 10,563	$ 11,726	$ 14,390
8596 - State Nutrition Program	$ 54,691	$ 56,332	$ 58,022	$ 59,762
8597 - SB740	$ 274,764	$ 371,272	$ 418,486	$ 520,221
ASES Grant	$ 159,177	$ 163,952	$ 168,871	$ 173,937
8592 - State Special Ed (AB602)	$ 260,517	$ 233,677	$ 255,491	$ 317,602
8590 - Special Ed Mental Health (RS 6512)	$ 15,592	$ 21,069	$ 23,057	$ 27,827
8599 - Other State Revenue/PY State Revenue	$ 1,843,087	$ 410,791	$ 424,124	$ 339,938
Total, Other State Revenues	$ 2,667,223	$ 1,336,700	$ 1,437,603	$ 1,550,423
Local Revenues				
8792 - AB602 Local Transfer Special Education	$ -	$ -	$ -	$ -
8650 - Rental Income	$ -	$ -	$ -	$ -
8660 - Interest Income	$ 5,000	$ 5,000	$ 5,000	$ 5,000
8682 - Misc Local Revenue	$ 10,000	$ 10,000	$ 10,000	$ 10,000
8684 - Leverage Loan Payments	$ 157,060	$ 157,060	$ 157,060	$ 157,060
8685 - QALICB Distributions	$ 514,764	$ 514,764	$ 514,764	$ 514,764
8699 - Other Local Revenue	$ 84,129	$ 86,653	$ 89,252	$ 91,930
Total, Local Revenues	$ 770,953	$ 773,477	$ 776,076	$ 778,754
Total Revenue	$ 6,749,930	$ 6,491,196	$ 7,141,042	$ 7,922,311

Other State Revenue Analysis

Funds	2025-26	2026-27	2027-28	2028-29
EEF	$ 23,479			
ELOP	$ 100,000	$ 100,000	$ 102,300	$ 102,300
Learning Recovery BG #1 & #2	$ 302,008	$ 26,008	$ 26,008	
AMIBG	$ 190,112			
Community Schools	$ 420,000	$ 250,000	$ 250,000	$ 187,500
Arts Prop 28 BG	$ 93,640	$ 34,783	$ 45,816	$ 50,138
Pathways Grant -TBD	$ 544,889	$ -		
College and Career Pathways	$ 100,000	$ -		
Student Support Discretionary BG	$ 68,959			

Bay Area Technology School
Charter Petition Expenditure Projections

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
Books & Supplies				
4100 - Core Curriculum & Textbooks	$ 77,935	$ 81,052	$ 84,294	$ 87,666
4200 - Supplemental Curriculum Materials	$ -	$ -	$ -	$ -
4300 - Materials & Office Supplies	$ 62,444	$ 64,942	$ 67,539	$ 70,241
4315 - Classroom Instructional Materials & Supplies	$ -	$ -	$ -	$ -
4342 - School Sponsored Athletics / Uniforms	$ 9,529	$ 9,910	$ 10,307	$ 10,719
4381 - Materials for Plant Maintenance	$ 4,729	$ 4,918	$ 5,115	$ 5,319
4400 - Non-Cap Computers & Equipment	$ 17,295	$ 17,987	$ 18,706	$ 19,455
4700 - Food Services	$ 179,323	$ 186,496	$ 193,956	$ 201,714
Travel and Conferences				
5200 - Mileage & Travel	$ 20,432	$ 21,249	$ 22,099	$ 22,983
5210 - Conferences & P.D.	$ 18,765	$ 19,516	$ 20,297	$ 21,108
Dues and Membership				
5300 - Dues and Membership	$ 19,760	$ 20,550	$ 21,372	$ 22,227
Insurance				
5400 - General Liability Insurance	$ 84,311	$ 87,683	$ 91,191	$ 94,838
Utilities and Housekeeping				
5501 - Facility Security	$ 100,000	$ -	$ -	$ -
5505 - Utilities	$ 130,000	$ 135,200	$ 140,608	$ 146,232
5515 - Custodial Service	$ 123,342	$ 128,276	$ 133,407	$ 138,743
Rentals, Leases, Repairs				
5610 - Facility Lease	$ 700,000	$ 700,000	$ 700,000	$ 700,000
5615 - Building Maintenance	$ 1,941	$ 2,018	$ 2,099	$ 2,183
5620 - Equipment/Space Rental	$ 4,252	$ 4,422	$ 4,599	$ 4,783
Professional & Consulting Services				
5803 - Audit Services	$ 27,558	$ 28,661	$ 29,807	$ 30,999
5805 - District Admin & Oversight	$ 30,499	$ 40,790	$ 46,043	$ 52,412
5807 - Annual Accredidation	$ 1,625	$ 1,690	$ 1,757	$ 1,828
5812 - Business Services	$ 130,000	$ 130,000	$ 130,000	$ 135,200
5815 - Educational Consultants	$ 69,400	$ 72,176	$ 75,063	$ 78,066
5840 - Banking & Payroll Fees	$ 19,854	$ 20,648	$ 21,474	$ 22,333
5845 - Legal Expenses	$ 190,958	$ 75,000	$ 78,000	$ 81,120
5851 - Advertising/Marketing	$ 57,711	$ 60,019	$ 62,420	$ 64,917
5860 - Fingerprinting/Personnel Fees	$ 5,566	$ 5,789	$ 6,020	$ 6,261
5866 - Contracted Substitutes	$ -	$ -	$ -	$ -
5875 - Contracted ASES	$ 88,240	$ 91,770	$ 95,440	$ 99,258
5876 - Student Assessments	$ 11,961	$ 12,439	$ 12,937	$ 13,454
5877 - Student Activities & Athletics	$ 65,982	$ 68,622	$ 71,366	$ 74,221
5879 - Special Education Services	$ 104,751	$ 108,941	$ 113,299	$ 117,831
5881 - Student Information System	$ 33,305	$ 34,637	$ 36,023	$ 37,464
5887 - IT Services	$ -	$ -	$ -	$ -
5899 - Misc. Operating Services	$ 773	$ 804	$ 836	$ 870
Communications				
5910 - Phone & Internet	$ 38,846	$ 30,400	$ 31,616	$ 32,880
5920 - Postage	$ 1,655	$ 1,721	$ 1,790	$ 1,861
Capital Outlay				
6900 - Depreciation	$ 142,323	$ 142,323	$ 128,113	$ 113,904
7438 - PCSD Interest	$ 80,000	$ 80,000	$ 80,000	$ 80,000
7438 - LISC / RDF Interest #1	$ 864,785	$ 855,874	$ 846,499	$ 836,318
7438 - LISC / RDF Interest #2	$ 151,161	$ 177,809	$ 175,361	$ 172,711
Inflation Factor	4%	4%	4%	4%

Notes	Employee Name	Title	Object	Restrict	FTE	Sal/Hr	P	Strs/Pers	Annual Salary	STRS	PERS	SUI	OASDI	Medicare	WC	H&W	total
										19.10%	27.40%	6.00%	6.20%	1.45%	1.10%		
HS English	[redacted]	HS English	1100		1.00	24	S		73000	13,943.00	-	420.00	-	1,058.50	803.00	31567	120,791.82
Masters Stipend		Masters Stipend	1100		1.00	24	S		1200	229.20	-	-	-	17.40	13.20	0	1,459.80
Math Teacher		Math Teacher	1100		1.00	24	S		86000	16,426.00	-	420.00	-	1,247.00	946.00	8066	113,104.56
Masters Stipend		Masters Stipend	1100				S		1200	229.20	-		-	17.40	13.20	0	1,459.80
Teacher		Teacher	1100		1.00	S	24	P	55467	-	15,197.96	420.00	3,438.95	804.27	610.14	6505	82,443.76
Full Time Sub		Full Time Sub	1120	LRBG				S	59000	11,269.00		420.00		855.50	649.00	8400	80,593.50
Executive Director		Executive Director	1300		1.00	24	S		194334	37,117.81	-	420.00	-	2,817.84	2,137.67	4034	240,861.46
Docutoral Stipend		Docutoral Stipend	1300		1.00		S		1800	343.80	-		-	26.10	19.80	0	2,189.70
Ed Specialist		Ed Specialist	1100	SPED	1.00	24	S		66446	12,691.19	-	420.00	-	963.47	730.91	16382	97,633.24
Masters Stipend - Dec.		Masters Stipend - Dec.	1100	SPED	1.00		S		1200	-	-		-	17.40	13.20	0	1,230.60
Spanish IEP Translation		Spanish IEP Translation	1100	SPED	1.00		S		3000	-	-		-	43.50	33.00		3,076.50
Extra 5 Days		Extra 5 Days	1100	SPED	1.00		S		1678	320.50	-		-	24.33	18.46	0	2,041.29
AP Testing Coordinator		AP Testing Coordinator	1100		1.00		S		2500	-	-		-	36.25	27.50	0	2,563.75
MS Science		MS Science	1100	GSP	1.00	24	P		55643	-	15,246.14	420.00	3,449.86	806.82	612.07	6000	82,177.74
Food Services		Food Services - Stipends	2400	NSLP	1.00	24	P		10000	-	-	-	-	-	-	0	10,000.00
MS Teacher		MS Teacher	1100	GSP	1.00	24	S		99067	18,921.88	-	420.00	-	1,436.48	1,089.74	15267	136,202.02
Masters Stipend		Masters Stipend	1100		1.00		S		1200	229.20	-		-	17.40	13.20	0	1,459.80
PE Teacher		PE Teacher	1100		1.00	24	S		76000	14,516.00	-	420.00	-	1,102.00	836.00	7985	100,859.00
Site Director & Golden Pathways Lead		Site Director & Golden Pathways Lead	2300	GSP			P		126000	-	34,524.00	420.00	7,812.00	1,827.00	1,386.00	15000	186,969.00
Asst. Office Manager		Asst. Office Manager	2400	GSP	1.00	24	P		61900	-	16,960.60	420.00	3,837.80	897.55	680.90	15000	99,696.85
Athletic Director Stipend		Athletic Director Stipend	2400				P		10000	-	-		620.00	145.00	110.00	0	10,875.00
Driving Stipend		Driving Stipend	2400				P		5000	-	-		310.00	72.50	55.00		5,437.50
Instructional Aide		Instructional Aide	2100	LRBG	1.00	S	24		61000	-	-	420.00	3,782.00	884.50	671.00	0	66,757.50
HS Math		Math Replacement	1100	GSP	1.00	24	S		105000	20,055.00	-	420.00	-	1,522.50	1,155.00	6000	134,152.50
Masters Stipend		Masters Stipend	1100						1200	-			74.40	17.40	13.20		1,305.00
Art		Art	1100	G	1.00	24	S		69680	13,308.88	-	420.00	-	1,010.36	766.48	8000	93,185.72
Science Fair Stipend		Science Fair Stipend	1100						1000	-	-		62.00	14.50	11.00	0	1,087.50
Office Manager		Office Manager	2400		1.00	24	P		70833	-	19,408.33	420.00	4,391.67	1,027.08	779.17	27556	124,415.18
Substitute Stipend		Substitute Stipend	2400				P		2500		685.00		155.00	36.25	27.50		3,403.75
Counselor		Counselor	2200	GSP	1.00	24	P		66000	-	18,084.00	420.00	4,092.00	957.00	726.00	7542	97,821.12
Masters Stipend		Masters Stipend	2200	GSP	1.00		P		1200	-	328.80		74.40	17.40	13.20	0	1,633.80
HS English		HS English	1100		1.00	24			91000	-	-	420.00	5,642.00	1,319.50	1,001.00	0	99,382.50
Ed Specialist		Ed Specialist	1100	SPED	1.00	24	S		107200	20,475.20	-	420.00	-	1,554.40	1,179.20	15000	145,828.80
Admin Credential Stipend		Admin Credential Stipend	1100	SPED					10000			420.00		145.00	110.00		10,675.00
Extra 5 Days		Extra 5 Days	1100	SPED			S		2692	514.23	-		-	39.04	29.62	0	3,275.20
Acting Principal Stipend		Acting Principal Stipend	1100				S		15000	2,865.00	-		-	217.50	165.00		18,247.50
Measure G Staff Bonus Pool		Measure G Staff Bonus Pool	2900		1.00	1	S		48900	-	-		-	-	-	0	48,900.00
Head Coaches & Assistant Coaches		Head Coaches & Assistant Coaches	2900		1.00	1	P		80600	-	-	-	4,997.20	1,168.70	886.60	0	87,652.50
Instructional Aide #3 / Driver		Instructional Aide #3 / Driver	2100	CS	1.00	24	P		60000	-	16,440.00	210.00	3,720.00	870.00	660.00	8000	89,900.00
IT		IT	2400		1.00		P		81000	-	22,194.00	-	5,022.00	1,174.50	891.00	15000	125,281.50
Attendance Driver #3		Attendance Driver #3	2100	CS	1.00	24			35400	-	-	420.00	2,194.80	513.30	389.40	0	38,917.50
FTE English + Electives		FTE English + Electives	1100	GSP	1.00	1	S		115000	21,965.00	-	-	-	1,667.50	1,265.00	15000	154,897.50
									2,016,840.99	205,420.08	159,068.83	8,610.00	53,676.08	28,390.14	21,537.35	259,933.61	2,729,846.76

Object Code	Payroll $$	
1100	1,041,373.57	
1120	59,000.00	
1200	-	
1300	196,134.09	
1900	-	
CERT	1,296,507.66	
2100	156,400.00	
2200	67,200.00	
2300	126,000.00	
2400	241,233.33	
2900	129,500.00	
CLASS	720,333.33	
TOTAL WAGES	2,016,840.99	2025-26 Salaries
3101-STRS	205,420.08	
3202-PERS	159,068.83	
3313-OASDI	53,676.08	
3323-Medicare	28,390.14	
3403-H&W	285,926.97	10% Health Insurance Increase
3503-SUI	8,610.00	
3603-WC	21,537.35	
3703-OPEB	-	
3903-OEB	-	
EE BEN	762,629.46	

Notes	Employee Name	Title	Object	Restrict	FTE	Sal/Hr	P	Strs/Pers	Annual Salary	STRS	PERS	SUI	OASDI	Medicare	WC	H&W	total
										19.10%	26.81%	6.00%	6.20%	1.45%	1.10%		
HS English	[redacted]	HS English	1100		1.00		24	S	72000	13,752.00	-	420.00	-	1,044.00	792.00	31567	119,575.32
Masters Stipend		Masters Stipend	1100		1.00		24	S	1200	229.20	-	-	-	17.40	13.20	0	1,459.80
Math Teacher		Math Teacher	1100		1.00		24	S	85850	16,397.35	-	420.00	-	1,244.83	944.35	8066	112,922.09
Masters Stipend		Masters Stipend	1100					S	1200	229.20	-		-	17.40	13.20	0	1,459.80
Teacher		Teacher	1100		1.00		S 24	P	55467	-	14,870.61	420.00	3,438.93	804.27	610.13	6505	82,116.06
Full Time Sub		Full Time Sub	1120	LRBG					58000	11,078.00		420.00		841.00	638.00	8400	79,377.00
Executive Director		Executive Director	1300		1.00		24	S	194334	37,117.81	-	420.00	-	2,817.84	2,137.67	4034	240,861.46
Docutoral Stipend		Docutoral Stipend	1300		1.00			S	1800	343.80	-		-	26.10	19.80	0	2,189.70
Ed Specialist		Ed Specialist	1100	SPED	1.00		24	S	65446	12,500.19	-	420.00	-	948.97	719.91	16382	96,416.74
Masters Stipend - Dec.		Masters Stipend - Dec.	1100	SPED	1.00			S	1200	-	-		-	17.40	13.20	0	1,230.60
Spanish IEP Translation		Spanish IEP Translation	1100	SPED	1.00			S	3000	-	-		-	43.50	33.00		3,076.50
Extra 5 Days		Extra 5 Days	1100	SPED	1.00			s	1678	320.50	-		-	24.33	18.46	0	2,041.29
HS History Teacher		HS History Teacher	1100		1.00		24	S	91000	17,381.00	-	420.00	-	1,319.50	1,001.00	7560	118,681.50
Masters Stipend - Dec.		Masters Stipend - Dec.	1100		1.00			s	1200	-	-		-	17.40	13.20	0	1,230.60
AP Testing Coordinator		AP Testing Coordinator	1100		1.00			s	2500	-	-		-	36.25	27.50	0	2,563.75
Athletic Events		Athletic Events	1100		1.00			S	5000		-		-	72.50	55.00		5,127.50
MS Science		MS Science	1100		1.00		24	P	54643	-	14,649.75	420.00	3,387.86	792.32	601.07	6000	80,493.85
Food Services		Food Services	2400	NSLP	1.00		24	P	42000	-	11,260.20	420.00	2,604.00	609.00	462.00	15000	72,355.20
MS Teacher		MS Teacher	1100		1.00		24	S	98067	18,730.88	-	420.00	-	1,421.98	1,078.74	15267	134,985.52
Masters Stipend		Masters Stipend	1100		1.00			s	1200	229.20	-		-	17.40	13.20	0	1,459.80
PE Teacher		PE Teacher	1100		1.00		24	S	75000	14,325.00	-	420.00	-	1,087.50	825.00	7985	99,642.50
Asst. Office Manager		Asst. Office Manager	2400		1		24	P	55900	-	14,986.79	420.00	3,465.80	810.55	614.90	15000	91,198.04
Athletic Director Stipend		Athletic Director Stipend	2400					P	10000	-	-		620.00	145.00	110.00	0	10,875.00
Driving Stipend		Driving Stipend	2400					P	5000	-	-		310.00	72.50	55.00		5,437.50
Instructional Aide		Instructional Aide	2100	LRBG	1		S 24	0	60000	-	-	420.00	3,720.00	870.00	660.00	6000	71,670.00
HS Math		Math - Replacement	1100		1.00		24	S	72000	13,752.00	-	420.00	-	1,044.00	792.00	6000	94,008.00
Masters Stipend		Masters Stipend	1100						1200					17.40	13.20		1,230.60
Art		Art	1100	G	1		24	S	68680	13,117.88	-	420.00	-	995.86	755.48	8000	91,969.22
Science Fair Stipend		Science Fair Stipend	1100					s	1000	-	-		-	14.50	11.00	0	1,025.50
Substitute Stipend		Substitute Stipend	2400					P	2500		670.25		155.00	36.25	27.50		3,389.00
HS Math Replacement		HS Math Replacement	1100		1.00		24	S	65000	12,415.00	-	420.00	-	942.50	715.00	6000	85,492.50
Counselor		Counselor	2200	CSI	1.00		24	P	65000	-	17,426.50	420.00	4,030.00	942.50	715.00	7542	96,076.12
Masters Stipend		Masters Stipend	2200	CSI	1.00			P	1200	-	321.72		74.40	17.40	13.20	0	1,626.72
School Coordinator for Conflict Res.		School Coordinator for Conflict Res.	2200	CSI	1.00			P	5500	-	1,474.55		341.00	79.75	60.50		7,455.80
HS English		HS English	1100		1.00		24		90000	-	-	420.00	5,580.00	1,305.00	990.00	0	98,295.00
Acting Dean		Acting Dean	1100		1.00				5500	-	-		341.00	79.75	60.50		5,981.25
Ed Specialist		Ed Specialist	1100	SPED	1.00		24	S	106200	20,284.20	-	420.00	-	1,539.90	1,168.20	15000	144,612.30
Admin Credential Stipend		Admin Credential Stipend	1100	SPED					10000			420.00		145.00	110.00		10,675.00
Extra 5 Days		Extra 5 Days	1100	SPED				s	2692	514.23	-		-	39.04	29.62	0	3,275.20
Acting Principal Stipend		Acting Principal Stipend	1100					S	15000	2,865.00	-		-	217.50	165.00		18,247.50
Measure G Staff Bonus Pool		Measure G Staff Bonus Pool	2900		1.00		1	S	48900	-	-		-	-	-	0	48,900.00
Head Coaches & Assistant Coaches		Head Coaches & Assistant Coaches	2900		1		1	P	80600	-	21,608.86	-	4,997.20	1,168.70	886.60	0	109,261.36
MS History & MS Spanish		MS History & MS Spanish	1100					S	85850	16,397.35	-		-	1,244.83	944.35	7000	111,436.53
Instructional Aide #3 / Driver		Instructional Aide #3 / Driver	2100	CS	1		24	P	48000	-	12,868.80	210.00	2,976.00	696.00	528.00	8000	73,278.80
IT / Community Schools Replacement		IT / Community Schools Replacement	2400		1			P	80000	-	21,448.00	-	4,960.00	1,160.00	880.00	15000	123,448.00
Attendance Driver #3		Attendance Driver #3	2100	CS	1.00		24	P	14175	-	3,800.32	420.00	878.85	205.54	155.93	0	19,635.63
Stipends for Camp Baytech		Stipends for Camp Baytech	1100	ELOP	1		1	S	24880	4,752.08	-	-	-	360.76	273.68	0	30,266.52
									1,936,562.33	226,731.86	135,386.35	9,030.00	41,880.04	27,371.10	20,764.29	242,338.45	2,618,033.65

Object Code	Payroll $$	
1100	1,233,472.43	
1120	61,480.00	
1200	-	
1300	207,902.14	
1900	-	
CERT	1,502,854.57	
2100	129,505.50	
2200	76,002.00	
2300	-	
2400	207,124.00	
2900	137,270.00	
CLASS	549,901.50	
TOTAL WAGES	2,052,756.07	2025-26 Salaries with 6% Raise
3101-STRS	240,335.77	
3202-PERS	143,509.53	
3313-OASDI	44,392.84	
3323-Medicare	29,013.37	
3403-H&W	266,572.29	10% Health Insurance Increase
3503-SUI	9,571.80	
3603-WC	22,010.14	
3703-OPEB	-	
3903-OEB	-	
EE BEN	755,405.75	

Notes	Employee Name	Title	Object	Restrict	FTE	Sal/Hr	P	Strs/Pers	Annual Salary	STRS	PERS	SUI	OASDI	Medicare	WC	H&W	total
										19.10%	26.90%	6.00%	6.20%	1.45%	1.10%		
HS English	[redacted]	HS English	1100		1.00		24	S	72000	13,752.00	-	420.00	-	1,044.00	792.00	31567	119,575.32
Masters Stipend		Masters Stipend	1100		1.00		24	S	1200	229.20	-	-	-	17.40	13.20	0	1,459.80
Sold Prep Stipend		Sold Prep Stipend	1100		1.00		24	S	7200	1,375.20	-		-	104.40	79.20	0	8,758.80
Math Teacher		Math Teacher	1100		1.00		24	S	85850	16,397.35	-	420.00	-	1,244.83	944.35	8066	112,922.09
Masters Stipend		Masters Stipend	1100					S	1200	229.20	-		-	17.40	13.20	0	1,459.80
Teacher		Teacher	1100		1.00	S	24	P	55467	-	14,920.53	420.00	3,438.93	804.27	610.13	6505	82,165.98
Full Time Sub		Full Time Sub	1120	LRBG					58000	11,078.00		420.00		841.00	638.00	8400	79,377.00
Executive Director		Executive Director	1300		1.00		24	S	194334	37,117.81	-	420.00	-	2,817.84	2,137.67	4034	240,861.46
Docutoral Stipend		Docutoral Stipend	1300		1.00			S	1800	343.80	-		-	26.10	19.80	0	2,189.70
Ed Specialist		Ed Specialist	1100	SPED	1.00		24	S	65446	12,500.19	-	420.00	-	948.97	719.91	16382	96,416.74
Masters Stipend - Dec.		Masters Stipend - Dec.	1100	SPED	1.00			S	1200	-	-		-	17.40	13.20	0	1,230.60
Spanish IEP Translation		Spanish IEP Translation	1100	SPED	1.00			S	3000	-	-		-	43.50	33.00		3,076.50
Extra 5 Days		Extra 5 Days	1100	SPED	1.00			s	1678	320.50	-		-	24.33	18.46	0	2,041.29
HS History Teacher		HS History Teacher	1100		1.00		24	S	91000	17,381.00	-	420.00	-	1,319.50	1,001.00	7560	118,681.50
Masters Stipend - Dec.		Masters Stipend - Dec.	1100		1.00			s	1200	-	-		-	17.40	13.20	0	1,230.60
AP Testing Coordinator		AP Testing Coordinator	1100		1.00			s	2500	-	-		-	36.25	27.50	0	2,563.75
Athletic Events		Athletic Events	1100		1.00			S	5000		-		-	72.50	55.00		5,127.50
MS Science		MS Science	1100		1.00		24	P	54643	-	14,698.93	420.00	3,387.86	792.32	601.07	6000	80,543.03
Food Services		Food Services	2400	NSLP	1.00		24	P	42000	-	11,298.00	420.00	2,604.00	609.00	462.00	15000	72,393.00
MS Teacher		MS Teacher	1100		1.00		24	S	98067	18,730.88	-	420.00	-	1,421.98	1,078.74	15267	134,985.52
Masters Stipend		Masters Stipend	1100		1.00			s	1200	229.20	-		-	17.40	13.20	0	1,459.80
Longevity Bonus		Longevity Bonus	1100		1.00			s	1000	191.00	-		-	14.50	11.00	0	1,216.50
Sold Prep Stipend		Sold Prep Stipend	1100		1.00			s	19613	3,746.18	-		-	284.40	215.75	0	23,859.80
Academic Coach		Academic Coach - Pathways	2200					P	55550	-	14,942.95	420.00	3,444.10	805.48	611.05	2485	78,259.02
PE Teacher		PE Teacher	1100		1.00		24	S	75000	14,325.00	-	420.00	-	1,087.50	825.00	7985	99,642.50
Sold Prep Stipend		Sold Prep Stipend	1100					s	16200	3,094.20	-		-	234.90	178.20	0	19,707.30
Asst. Office Manager		Asst. Office Manager	2400		1		24	P	55900	-	15,037.10	420.00	3,465.80	810.55	614.90	15000	91,248.35
Athletic Director Stipend		Athletic Director Stipend	2400					p	10000	-	-		620.00	145.00	110.00	0	10,875.00
Driving Stipend		Driving Stipend	2400					P	5000	-	-		310.00	72.50	55.00		5,437.50
Instructional Aide		Instructional Aide	2100	LRBG	1	S	24	0	60000	-	-	420.00	3,720.00	870.00	660.00	6000	71,670.00
HS Math		Math - Norman Replacement	1100		1.00		24	S	72000	13,752.00	-	420.00	-	1,044.00	792.00	6000	94,008.00
Masters Stipend		Masters Stipend	1100						1200					17.40	13.20		1,230.60
Art		Art	1100	G	1		24	S	68680	13,117.88	-	420.00	-	995.86	755.48	8000	91,969.22
Science Fair Stipend		Science Fair Stipend	1100					s	1000	-	-		-	14.50	11.00	0	1,025.50
Office Manager		Office Manager	2400		1.00		24	P	84000	-	22,596.00	420.00	5,208.00	1,218.00	924.00	27556	141,921.60
Substitute Stipend		Substitute Stipend	2400					P	2500		672.50		155.00	36.25	27.50		3,391.25
HS Math Replacement		HS Math Replacement	1100		1.00		24	S	65000	12,415.00	-	420.00	-	942.50	715.00	6000	85,492.50
Counselor		Counselor	2200	CSI	1.00		24	P	65000	-	17,485.00	420.00	4,030.00	942.50	715.00	7542	96,134.62
Masters Stipend		Masters Stipend	2200	CSI	1.00			P	1200	-	322.80		74.40	17.40	13.20	0	1,627.80
School Coordinator for Conflict Res.		School Coordinator for Conflict Res.	2200	CSI	1.00			p	5500	-	1,479.50		341.00	79.75	60.50		7,460.75
HS English		HS English	1100		1.00		24		90000	-	-	420.00	5,580.00	1,305.00	990.00	0	98,295.00
Acting Dean		Acting Dean	1100		1.00				5500	-	-		341.00	79.75	60.50		5,981.25
Ed Specialist		Ed Specialist	1100	SPED	1.00		24	S	106200	20,284.20	-	420.00	-	1,539.90	1,168.20	15000	144,612.30
Admin Credential Stipend		Admin Credential Stipend	1100	SPED					10000			420.00		145.00	110.00		10,675.00
Extra 5 Days		Extra 5 Days	1100	SPED				s	2692	514.23	-		-	39.04	29.62	0	3,275.20
Acting Principal Stipend		Acting Principal Stipend	1100					S	15000	2,865.00	-		-	217.50	165.00		18,247.50
Measure G Staff Bonus Pool		Measure G Staff Bonus Pool	2900		1.00		1	S	48900	-	-		-	-	-	0	48,900.00
Head Coaches & Assistant Coaches		Head Coaches & Assistant Coaches	2900		1		1	P	80600	-	21,681.40	-	4,997.20	1,168.70	886.60	0	109,333.90
MS History & MS Spanish		MS History & MS Spanish	1100					S	85850	16,397.35	-		-	1,244.83	944.35	7000	111,436.53
Instructional Aide #3 / Driver		Instructional Aide #3 / Driver	2100	CS	1		24	P	48000	-	12,912.00	210.00	2,976.00	696.00	528.00	8000	73,322.00
IT / Community Schools Replacement		IT / Community Schools Replacement	2400		1			P	80000	-	21,520.00	-	4,960.00	1,160.00	880.00	15000	123,520.00
Attendance Driver #3		Attendance Driver #3	2100	CS	1.00		24	P	14175	-	3,813.08	420.00	878.85	205.54	155.93	0	19,648.39
Stipends for Camp Baytech		Stipends for Camp Baytech	1100	ELOP	1		1	S	24880	4,752.08	-	-	-	360.76	273.68	0	30,266.52
									2,120,125.81	235,138.44	173,379.79	9,870.00	50,532.14	30,032.77	22,783.48	275,383.59	2,892,211.15

Object Code	Payroll $$	
1100	1,356,934.33	
1120	65,168.80	
1200	-	
1300	220,376.26	
1900	-	
CERT	1,642,479.39	
2100	137,275.83	
2200	142,978.10	
2300	-	
2400	313,933.84	
2900	145,506.20	
CLASS	739,693.97	
TOTAL WAGES	2,382,173.36	2026-27 Salaries with 6% Raise
3101-STRS	264,201.55	
3202-PERS	194,809.53	
3313-OASDI	56,777.91	
3323-Medicare	33,744.83	
3403-H&W	333,214.15	10% Health Insurance Increase
3503-SUI	11,089.93	
3603-WC	25,599.52	
3703-OPEB	-	
3903-OEB	-	
EE BEN	919,437.41	

Notes	Employee Name	Title	Object	Restrict	FTE	Sal/Hr	P	Strs/Pers	Annual Salary	STRS	PERS	SUI	OASDI	Medicare	WC	H&W	total
										19.10%	27.80%	6.00%	6.20%	1.45%	1.10%		
College & Career Pathways Expert	[redacted]	College & Career Pathways Expert	1300	GSP	1		24	S	50000	9,550.00	-	420.00	-	725.00	550.00	7500	68,745.00
HS English	[redacted]	HS English	1100		1.00		24	S	72000	13,752.00	-	420.00	-	1,044.00	792.00	31567	119,575.32
Masters Stipend	[redacted]	Masters Stipend	1100		1.00		24	S	1200	229.20	-	-	-	17.40	13.20	0	1,459.80
Sold Prep Stipend	[redacted]	Sold Prep Stipend	1100		1.00		24	S	7200	1,375.20	-		-	104.40	79.20	0	8,758.80
Math Teacher	[redacted]	Math Teacher	1100		1.00		24	S	85850	16,397.35	-	420.00	-	1,244.83	944.35	8066	112,922.09
Masters Stipend	[redacted]	Masters Stipend	1100					S	1200	229.20	-		-	17.40	13.20	0	1,459.80
Teacher	[redacted]	Teacher	1100		1.00		S 24	P	55467	-	15,419.73	420.00	3,438.93	804.27	610.13	6505	82,665.18
Full Time Sub	[redacted]	Full Time Sub	1120	LRBG					58000	11,078.00		420.00		841.00	638.00	8400	79,377.00
TOSA	[redacted]	TOSA	1100		1.00		24	S	90900	17,361.90	-	420.00	-	1,318.05	999.90	6739	117,739.03
Executive Director	[redacted]	Executive Director	1300		1.00		24	S	194334	37,117.81	-	420.00	-	2,817.84	2,137.67	4034	240,861.46
Docutoral Stipend	[redacted]	Docutoral Stipend	1300		1.00			S	1800	343.80	-		-	26.10	19.80	0	2,189.70
Ed Specialist	[redacted]	Ed Specialist	1100	SPED	1.00		24	S	65446	12,500.19	-	420.00	-	948.97	719.91	16382	96,416.74
Masters Stipend - Dec.	[redacted]	Masters Stipend - Dec.	1100	SPED	1.00			S	1200	-	-		-	17.40	13.20	0	1,230.60
Spanish IEP Translation	[redacted]	Spanish IEP Translation	1100	SPED	1.00			S	3000	-	-		-	43.50	33.00		3,076.50
Extra 5 Days	[redacted]	Extra 5 Days	1100	SPED	1.00			s	1678	320.50	-		-	24.33	18.46	0	2,041.29
HS History Teacher	[redacted]	HS History Teacher	1100		1.00		24	S	91000	17,381.00	-	420.00	-	1,319.50	1,001.00	7560	118,681.50
Masters Stipend - Dec.	[redacted]	Masters Stipend - Dec.	1100		1.00			s	1200	-	-		-	17.40	13.20	0	1,230.60
AP Testing Coordinator	[redacted]	AP Testing Coordinator	1100		1.00			s	2500	-	-		-	36.25	27.50	0	2,563.75
Athletic Events	[redacted]	Athletic Events	1100		1.00			S	5000		-		-	72.50	55.00		5,127.50
MS Science	[redacted]	MS Science	1100		1.00		24	P	54643	-	15,190.71	420.00	3,387.86	792.32	601.07	6000	81,034.81
Food Services	[redacted]	Food Services	2400	NSLP	1.00		24	P	42000	-	11,676.00	420.00	2,604.00	609.00	462.00	15000	72,771.00
MS Teacher	[redacted]	MS Teacher	1100		1.00		24	S	98067	18,730.88	-	420.00	-	1,421.98	1,078.74	15267	134,985.52
Masters Stipend	[redacted]	Masters Stipend	1100		1.00			s	1200	229.20	-		-	17.40	13.20	0	1,459.80
Longevity Bonus	[redacted]	Longevity Bonus	1100		1.00			s	1000	191.00	-		-	14.50	11.00	0	1,216.50
Sold Prep Stipend	[redacted]	Sold Prep Stipend	1100		1.00			s	19613	3,746.18	-		-	284.40	215.75	0	23,859.80
Academic Coach	[redacted]	Academic Coach - Pathways	2200					P	55550	-	15,442.90	420.00	3,444.10	805.48	611.05	2485	78,758.97
PE Teacher	[redacted]	PE Teacher	1100		1.00		24	S	75000	14,325.00	-	420.00	-	1,087.50	825.00	7985	99,642.50
Sold Prep Stipend	[redacted]	Sold Prep Stipend	1100					s	16200	3,094.20	-		-	234.90	178.20	0	19,707.30
Site Director & Golden Pathways Lead	[redacted]	Site Director & Golden Pathways Lead	2300	GSP				S	130000	24,830.00	-	420.00	-	1,885.00	1,430.00	15000	173,565.00
Asst. Office Manager	[redacted]	Asst. Office Manager	2400		1		24	P	55900	-	15,540.20	420.00	3,465.80	810.55	614.90	15000	91,751.45
Athletic Director Stipend	[redacted]	Athletic Director Stipend	2400					p	10000	-	-		620.00	145.00	110.00	0	10,875.00
Driving Stipend	[redacted]	Driving Stipend	2400					P	5000	-	-		310.00	72.50	55.00		5,437.50
Instructional Aide	[redacted]	Instructional Aide	2100	LRBG	1		S 24	0	60000	-	-	420.00	3,720.00	870.00	660.00	6000	71,670.00
HS Math	[redacted]	Math - Norman Replacement	1100		1.00		24	S	72000	13,752.00	-	420.00	-	1,044.00	792.00	6000	94,008.00
Masters Stipend	[redacted]	Masters Stipend	1100						1200					17.40	13.20		1,230.60
Art	[redacted]	Art	1100	G	1		24	S	68680	13,117.88	-	420.00	-	995.86	755.48	8000	91,969.22
Science Fair Stipend	[redacted]	Science Fair Stipend	1100					s	1000	-	-		-	14.50	11.00	0	1,025.50
Office Manager	[redacted]	Office Manager	2400		1.00		24	P	84000	-	23,352.00	420.00	5,208.00	1,218.00	924.00	27556	142,677.60
Substitute Stipend	[redacted]	Substitute Stipend	2400					P	2500		695.00		155.00	36.25	27.50		3,413.75
HS Math Replacement	[redacted]	HS Math Replacement	1100		1.00		24	S	65000	12,415.00	-	420.00	-	942.50	715.00	6000	85,492.50
Counselor	[redacted]	Counselor	2200	CSI	1.00		24	P	65000	-	18,070.00	420.00	4,030.00	942.50	715.00	7542	96,719.62
Masters Stipend	[redacted]	Masters Stipend	2200	CSI	1.00			P	1200	-	333.60		74.40	17.40	13.20	0	1,638.60
School Coordinator for Conflict Res.	[redacted]	School Coordinator for Conflict Res.	2200	CSI	1.00			p	5500	-	1,529.00		341.00	79.75	60.50		7,510.25
HS English	[redacted]	HS English	1100		1.00		24		90000	-	-	420.00	5,580.00	1,305.00	990.00	0	98,295.00
Acting Dean	[redacted]	Acting Dean	1100		1.00				5500	-	-		341.00	79.75	60.50		5,981.25
Ed Specialist	[redacted]	Ed Specialist	1100	SPED	1.00		24	S	106200	20,284.20	-	420.00	-	1,539.90	1,168.20	15000	144,612.30
Admin Credential Stipend	[redacted]	Admin Credential Stipend	1100	SPED					10000			420.00		145.00	110.00		10,675.00
Extra 5 Days	[redacted]	Extra 5 Days	1100	SPED				s	2692	514.23	-		-	39.04	29.62	0	3,275.20
Acting Principal Stipend	[redacted]	Acting Principal Stipend	1100					S	15000	2,865.00	-		-	217.50	165.00		18,247.50
Measure G Staff Bonus Pool	[redacted]	Measure G Staff Bonus Pool	2900		1.00		1	S	48900	-	-		-	-	-	0	48,900.00
Head Coaches & Assistant Coaches	[redacted]	Head Coaches & Assistant Coaches	2900		1		1	P	80600	-	22,406.80	-	4,997.20	1,168.70	886.60	0	110,059.30
MS History & MS Spanish	[redacted]	MS History & MS Spanish	1100					S	85850	16,397.35	-		-	1,244.83	944.35	7000	111,436.53
Instructional Aide #3 / Driver	[redacted]	Instructional Aide #3 / Driver	2100	CS	1		24	P	48000	-	13,344.00	210.00	2,976.00	696.00	528.00	8000	73,754.00
IT / Community Schools Replacement	[redacted]	IT / Community Schools Replacement	2400		1			P	80000	-	22,240.00	-	4,960.00	1,160.00	880.00	15000	124,240.00
Attendance Driver #3	[redacted]	Attendance Driver #3	2100	CS	1.00		24	P	14175	-	3,940.65	420.00	878.85	205.54	155.93	0	19,775.96
Stipends for Camp Baytech	[redacted]	Stipends for Camp Baytech	1100	ELOP	1		1	S	24880	4,752.08	-	-	-	360.76	273.68	0	30,266.52
									2,391,025.81	286,880.34	179,180.60	11,130.00	50,532.14	33,960.82	25,763.38	307,546.69	3,258,060.99

Object Code	Payroll $$	
1100	1,546,613.74	
1120	69,078.93	
1200	-	
1300	293,149.64	
1900	-	
CERT	1,908,842.31	
2100	145,512.38	
2200	151,556.79	
2300	154,832.08	
2400	332,769.87	
2900	154,943.51	
CLASS	939,614.63	
TOTAL WAGES	2,848,456.94	2027-28 Salaries with 6% Raise
3101-STRS	341,679.07	
3202-PERS	213,406.96	
3313-OASDI	60,184.59	
3323-Medicare	40,447.89	
3403-H&W	409,344.64	10% Health Insurance Increase
3503-SUI	13,256.01	
3603-WC	30,684.60	
3703-OPEB	-	
3903-OEB	-	
EE BEN	1,109,003.76	

CASH FLOW	Budget	Actual JULY 2025	Actual AUGUST 2025	Projected SEPT 2025	Projected OCT 2025	Projected NOV 2025	Projected DEC 2025	Projected JAN 2026	Projected FEB 2026	Projected MARCH 2026	Projected APRIL 2026	Projected MAY 2026	Projected JUNE 2026	Projected Accruals	Total
	Advanced Appor			37.00%			18.00%								
	LCFF	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance	100.00%
	In Lieu	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%
	EPA	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%		100.00%
	Title 1	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Title 2/3	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Mandate	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		100.00%
	NSLP	0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%		100.00%
	Lottery	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	100.00%
	SB740	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	50.00%		100.00%
Revenue															
Revenue Limit Sources															
8011 - LCFF General Entitlement	$ 1,566,855	$ 103,734	$ 103,734	$ 204,270	$ 204,270	$ 204,270	$ 204,270	$ 204,270	$ 67,607	$ 67,607	$ 67,607	$ 67,607	$ 67,607	$ -	$ 1,566,855
8012 - Education Protection Act	$ 744,728	$ -	$ -	$ 153,490	$ -	$ -	$ 153,490	$ -	$ -	$ 218,874	$ -	$ -	$ 218,874	$ -	$ 744,728
8096 - In Lieu of Property Taxes	$ 738,342	$ -	$ 155,823	$ 105,991	$ 70,661	$ 70,661	$ 70,661	$ 70,661	$ 70,661	$ 41,075	$ 20,538	$ 20,538	$ 20,538	$ 20,538	$ 738,342
8019 - PY Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue Limit Sources	$ 3,049,925	$ 103,734	$ 259,557	$ 463,751	$ 274,931	$ 274,931	$ 428,421	$ 274,931	$ 138,268	$ 327,557	$ 88,145	$ 88,145	$ 307,019	$ 20,538	$ 3,049,925
Federal Revenue															
8181 - Special Education - Federal	$ 34,134	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 34,134	$ 34,134
8182 - Special Education - Federal MH	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8290 - Title I, II, III, IV & CSI Revenues	$ 109,245	$ -	$ -	$ -	$ 81,934	$ -	$ -	$ 13,656	$ -	$ -	$ -	$ 13,656	$ -	$ -	$ 109,245
8297 - NSLP	$ 118,450	$ -	$ 12,047	$ 10,768	$ 10,768	$ 10,768	$ 10,768	$ 10,768	$ 10,768	$ 10,768	$ 10,768	$ 10,768	$ 9,489	$ (0)	$ 118,450
8299 - Other Federal Revenues	$ -													$ -	$ -
Total Federal Income	$ 261,829	$ -	$ 12,047	$ 10,768	$ 92,702	$ 10,768	$ 10,768	$ 24,424	$ 10,768	$ 10,768	$ 10,768	$ 24,424	$ 9,489	$ 34,134	$ 261,829
State Revenue															
8560 - Unrestricted Lottery (Non Prop 20)	$ 35,693	$ -	$ -	$ -	$ 8,923	$ -	$ -	$ 8,923	$ -	$ -	$ 8,923	$ -	$ -	$ 8,923	$ 35,693
8561 - Restricted Lottery (Prop 20)	$ 15,405	$ -	$ -	$ -	$ 3,851	$ -	$ -	$ 3,851	$ -	$ -	$ 3,851	$ -	$ -	$ 3,851	$ 15,405
8550 - Mandate Block Programs	$ 8,297	$ -	$ -	$ -	$ -	$ 8,297	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,297
8596 - State Nutrition Program	$ 54,691	$ -	$ 6,268	$ 4,972	$ 4,972	$ 4,972	$ 4,972	$ 4,972	$ 4,972	$ 4,972	$ 4,972	$ 4,972	$ 4,972	$ (1,297)	$ 54,691
8597 - SB740	$ 274,764	$ -	$ -	$ -	$ -	$ -	$ -	$ 137,382	$ -	$ -	$ 68,691	$ -	$ -	$ 68,691	$ 274,764
ASES Grant	$ 159,177	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 105,057	$ -	$ -	$ -	$ 54,120	$ 159,177
8592 - State Special Ed (AB602)	$ 260,517	$ 12,442	$ 12,442	$ 23,446	$ 23,446	$ 23,446	$ 23,446	$ 23,446	$ 23,446	$ 23,446	$ 23,446	$ 23,446	$ 23,446	$ 1,168	$ 260,517
8590 - Special Ed Mental Health (RS 6512)	$ 15,592	$ 935	$ 935	$ 1,403	$ 1,403	$ 1,403	$ 1,403	$ 1,403	$ 1,403	$ 1,403	$ 1,403	$ 1,403	$ 1,403	$ (311)	$ 15,592
8599 - Other State Revenue/PY State Revenue	$ 1,843,087	$ 7,571	$ 7,508	$ 239,511	$ 14,511	$ 108,011	$ 14,511	$ 14,511	$ 14,511	$ 14,511	$ 14,511	$ 14,511	$ 14,511	$ 1,364,398	$ 1,843,087
Total State Revenue	$ 2,667,223	$ 20,948	$ 27,153	$ 269,333	$ 57,107	$ 146,130	$ 44,333	$ 194,489	$ 44,333	$ 149,390	$ 125,798	$ 44,333	$ 44,333	$ 1,499,544	$ 2,667,223
Local Revenue															
8792 - AB602 Local Transfer Special Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8650 - Rental Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8660 - Interest Income	$ 5,000	$ 1,929	$ 559	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,512	$ -	$ 5,000
8682 - Misc Local Revenue	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ 10,000
8684 - Leverage Loan Payments	$ 157,060	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ 157,060
8685 - QALICB Distributions	$ 514,764	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ 514,764
8699 - Other Local Revenue	$ 84,129	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 84,129	$ -	$ 84,129
Total Local Revenues	$ 770,953	$ 1,929	$ 559	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 252,085	$ 12,512	$ 770,953
TOTAL REVENUE	$ 6,749,930	$ 126,611	$ 299,317	$ 911,808	$ 424,740	$ 431,829	$ 651,477	$ 493,844	$ 193,369	$ 655,670	$ 224,711	$ 156,902	$ 612,926	$ 1,566,727	$ 6,749,930
EXPENSES															
Certified Salaries															
1100 - Certificated Teachers	$ 1,041,374	$ 68,930	$ 94,007	$ 83,661	$ 83,661	$ 83,661	$ 83,661	$ 83,661	$ 83,661	$ 83,661	$ 83,661	$ 83,661	$ 83,661	$ 41,831	$ 1,041,374
1120 - Substitute Teachers	$ 59,000	$ 7,083	$ 6,946	$ 4,283	$ 4,283	$ 4,283	$ 4,283	$ 4,283	$ 4,283	$ 4,283	$ 4,283	$ 4,283	$ 4,283	$ 2,141	$ 59,000
1200 - Certificated Pupil Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1300 - Certificated Admin	$ 196,134	$ 16,428	$ 16,428	$ 15,550	$ 15,550	$ 15,550	$ 15,550	$ 15,550	$ 15,550	$ 15,550	$ 15,550	$ 15,550	$ 15,550	$ 7,775	$ 196,134
1900 - Other Certificated	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Certified Salaries	$ 1,296,508	$ 92,441	$ 117,381	$ 103,494	$ 103,494	$ 103,494	$ 103,494	$ 103,494	$ 103,494	$ 103,494	$ 103,494	$ 103,494	$ 103,494	$ 51,747	$ 1,296,508
Classified Salaries															
2100 - Classified Instructor Aides	$ 156,400	$ 10,368	$ 16,659	$ 12,321	$ 12,321	$ 12,321	$ 12,321	$ 12,321	$ 12,321	$ 12,321	$ 12,321	$ 12,321	$ 12,321	$ 6,161	$ 156,400
2200 - Classified Support	$ 67,200	$ 10,979	$ 10,772	$ 4,329	$ 4,329	$ 4,329	$ 4,329	$ 4,329	$ 4,329	$ 4,329	$ 4,329	$ 4,329	$ 4,329	$ 2,164	$ 67,200
2300 - Classified Administrators	$ 126,000	$ 10,500	$ 10,500	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 5,000	$ 126,000
2400 - Classified Clerical	$ 241,233	$ 20,904	$ 14,504	$ 19,602	$ 19,602	$ 19,602	$ 19,602	$ 19,602	$ 19,602	$ 19,602	$ 19,602	$ 19,602	$ 19,602	$ 9,801	$ 241,233
2900 - Classified Other	$ 129,500	$ 8,000	$ 1,667	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 119,833	$ -	$ 129,500
Total Classified Salaries	$ 720,333	$ 60,751	$ 54,101	$ 46,252	$ 46,252	$ 46,252	$ 46,252	$ 46,252	$ 46,252	$ 46,252	$ 46,252	$ 46,252	$ 166,086	$ 23,126	$ 720,333
Employee Benefits															
3100 - STRS	$ 205,420	$ 13,978	$ 17,683	$ 16,549	$ 16,549	$ 16,549	$ 16,549	$ 16,549	$ 16,549	$ 16,549	$ 16,549	$ 16,549	$ 16,549	$ 8,274	$ 205,420
3200 - PERS	$ 159,069	$ 14,581	$ 11,446	$ 12,652	$ 12,652	$ 12,652	$ 12,652	$ 12,652	$ 12,652	$ 12,652	$ 12,652	$ 12,652	$ 12,652	$ 6,326	$ 159,069
3300 - Medicare/ Social Security	$ 82,066	$ 7,801	$ 9,005	$ 6,526	$ 6,526	$ 6,526	$ 6,526	$ 6,526	$ 6,526	$ 6,526	$ 6,526	$ 6,526	$ 6,526	$ -	$ 82,066
3400 - Health and Welfare Benefits	$ 285,927	$ 45,637	$ 3,791	$ 23,650	$ 23,650	$ 23,650	$ 23,650	$ 23,650	$ 23,650	$ 23,650	$ 23,650	$ 23,650	$ 23,650	$ -	$ 285,927
3500 - Unemployment Insurance	$ 8,610	$ 292	$ 608	$ 771	$ 771	$ 771	$ 771	$ 771	$ 771	$ 771	$ 771	$ 771	$ 771	$ -	$ 8,610
3600 - Workers Compensation	$ 21,537	$ 6,874	$ 4,468	$ 1,020	$ 1,020	$ 1,020	$ 1,020	$ 1,020	$ 1,020	$ 1,020	$ 1,020	$ 1,020	$ 1,020	$ -	$ 21,537
3900 - 403B	#REF!	#REF!	$ (4,275)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ -	#REF!
Total Employee Benefits	#REF!	#REF!	$ 42,927	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 14,600	#REF!
Books and Supplies															
4100 - Core Curriculum & Textbooks	$ 77,935	$ 30,426	$ 25,699	$ 2,181	$ 2,181	$ 2,181	$ 2,181	$ 2,181	$ 2,181	$ 2,181	$ 2,181	$ 2,181	$ 2,181	$ -	$ 77,935
4200 - Supplemental Curriculum Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4300 - Materials & Office Supplies	$ 62,444	$ 3,088	$ 3,315	$ 5,604	$ 5,604	$ 5,604	$ 5,604	$ 5,604	$ 5,604	$ 5,604	$ 5,604	$ 5,604	$ 5,604	$ -	$ 62,444
4315 - Classroom Instructional Materials & Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4342 - School Sponsored Athletics / Uniforms	$ 9,529	$ -	$ -	$ 953	$ 953	$ 953	$ 953	$ 953	$ 953	$ 953	$ 953	$ 953	$ 953	$ -	$ 9,529
4381 - Materials for Plant Maintenance	$ 4,729	$ -	$ -	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ 473	$ -	$ 4,729
4400 - Non-Cap Computers & Equipment	$ 17,295	$ 3,565	$ 1,597	$ 1,213	$ 1,213	$ 1,213	$ 1,213	$ 1,213	$ 1,213	$ 1,213	$ 1,213	$ 1,213	$ 1,213	$ -	$ 17,295
4700 - Food Services	$ 179,323	$ 169	$ 1,710	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 16,131	$ 179,323
Total Books and Supplies	$ 351,255	$ 37,248	$ 32,320	$ 26,555	$ 26,555	$ 26,555	$ 26,555	$ 26,555	$ 26,555	$ 26,555	$ 26,555	$ 26,555	$ 26,555	$ 16,131	$ 351,255
Services, Other Operating Expenses															
5200 - Mileage & Travel	$ 20,432	$ 1,004	$ 20	$ 1,857	$ 1,857	$ 1,962	$ 1,962	$ 1,962	$ 1,962	$ 1,962	$ 1,962	$ 1,962	$ 1,962	$ -	$ 20,432
5210 - Conferences & P.D.	$ 18,765	$ -	$ -	$ 1,706	$ 1,706	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ -	$ 18,765
5300 - Dues and Membership	$ 19,760	$ 9,145	$ 50	$ 1,647	$ 1,647	$ 909	$ 909	$ 909	$ 909	$ 909	$ 909	$ 909	$ 909	$ -	$ 19,760
5400 - General Liability Insurance	$ 84,311	$ 52,235	$ 873	$ 7,026	$ 7,026	$ 2,144	$ 2,144	$ 2,144	$ 2,144	$ 2,144	$ 2,144	$ 2,144	$ 2,144	$ -	$ 84,311
5501 - Facility Security	$ 100,000	$ -	$ 8,215	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 8,344	$ 100,000
5505 - Utilities	$ 130,000	$ -	$ -	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 11,818	$ 130,000
5515 - Custodial Service	$ 123,342	$ -	$ -	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 11,213	$ 123,342
5610 - Facility Lease	$ 700,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ 700,000
5615 - Building Maintenance	$ 1,941	$ 15	$ 2,235	$ 162	$ 162	$ (79)	$ (79)	$ (79)	$ (79)	$ (79)	$ (79)	$ (79)	$ (79)	$ -	$ 1,941
5620 - Equipment/Space Rental	$ 4,252	$ 245	$ 362	$ 354	$ 354	$ 367	$ 367	$ 367	$ 367	$ 367	$ 367	$ 367	$ 367	$ -	$ 4,252
5803 - Audit Services	$ 27,558	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 13,779	$ -	$ -	$ -	$ -	$ 13,779	$ 27,558
5805 - District Admin & Oversight	$ 30,499	$ -	$ -	$ -	$ -	$ -	$ 15,250	$ -	$ -	$ -	$ -	$ -	$ -	$ 15,250	$ 30,500
5807 - Annual Accreditation	$ 1,625	$ -	$ 1,770	$ 162	$ 162	$ (59)	$ (59)	$ (59)	$ (59)	$ (59)	$ (59)	$ (59)	$ (59)	$ -	$ 1,625
5812 - Business Services	$ 130,000	$ 9,167	$ 9,167	$ 10,833	$ 10,833	$ 11,250	$ 11,250	$ 11,250	$ 11,250	$ 11,250	$ 11,250	$ 11,250	$ 11,250	$ -	$ 130,000
5815 - Educational Consultants	$ 69,400	$ -	$ 6,369	$ 6,309	$ 6,309	$ 6,302	$ 6,302	$ 6,302	$ 6,302	$ 6,302	$ 6,302	$ 6,302	$ 6,302	$ -	$ 69,400
5840 - Banking & Payroll Fees	$ 19,854	$ 1,261	$ 682	$ 1,655	$ 1,655	$ 1,825	$ 1,825	$ 1,825	$ 1,825	$ 1,825	$ 1,825	$ 1,825	$ 1,825	$ -	$ 19,854
5845 - Legal Expenses	$ 190,958	$ -	$ 64,519	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 126,439	$ 190,958
5851 - Advertising/Marketing	$ 57,711	$ 1,058	$ 1,570	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 5,007	$ 57,706
5860 - Fingerprinting/Personnel Fees	$ 5,566	$ -	$ -	$ 464	$ 464	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ 580	$ -	$ 5,566
5866 - Contracted Substitutes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5875 - Contracted ASES	$ 88,240	$ -	$ 8,240	$ 8,824	$ 8,824	$ 7,794	$ 7,794	$ 7,794	$ 7,794	$ 7,794	$ 7,794	$ 7,794	$ 7,794	$ -	$ 88,240
5876 - Student Assessments	$ 11,961	$ -	$ -	$ 1,196	$ 1,196	$ 1,196	$ 1,196	$ 1,196	$ 1,196	$ 1,196	$ 1,196	$ 1,196	$ 1,196	$ -	$ 11,961
5877 - Student Activities & Athletics	$ 65,982	$ -	$ 23,115	$ 6,598	$ 6,598	$ 3,709	$ 3,709	$ 3,709	$ 3,709	$ 3,709	$ 3,709	$ 3,709	$ 3,709	$ -	$ 65,982
5878 - Student Athletics	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5879 - Special Education Services	$ 104,751	$ 3,400	$ 423	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 9,175	$ 104,751
5881 - Student Information System	$ 33,305	$ 32,721	$ -	$ 2,775	$ 2,775	$ (621)	$ (621)	$ (621)	$ (621)	$ (621)	$ (621)	$ (621)	$ (621)	$ -	$ 33,305
5887 - IT Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5899 - Misc. Operating Services	$ 773	$ 2,455	$ 6,585	$ 64	$ 64	$ (1,049)	$ (1,049)	$ (1,049)	$ (1,049)	$ (1,049)	$ (1,049)	$ (1,049)	$ (1,049)	$ -	$ 773
5910 - Phone & Internet	$ 38,846	$ 5,128	$ 3,556	$ 3,237	$ 3,237	$ 2,961	$ 2,961	$ 2,961	$ 2,961	$ 2,961	$ 2,961	$ 2,961	$ 2,961	$ -	$ 38,846
5920 - Postage	$ 1,655	$ 133	$ 60	$ 138	$ 138	$ 148	$ 148	$ 148	$ 148	$ 148	$ 148	$ 148	$ 148	$ -	$ 1,655
Total Services, Other Operating Expenses	$ 2,081,487	$ 117,966	$ 137,810	$ 275,566	$ 100,566	$ 86,815	$ 277,065	$ 86,815	$ 100,594	$ 261,815	$ 86,815	$ 86,815	$ 261,815	$ 201,025	$ 2,081,482
Capital Outlay															
6900 - Depreciation	$ 142,323	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 142,323
7438 - PCSD Interest	$ 80,000	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 80,000
7438 - LISC / RDF Interest #1	$ 864,785	$ 72,330	$ 144,601	$ 72,272	$ 72,214	$ 72,155	$ 72,097	$ 72,038	$ 71,979	$ 71,919	$ 71,859	$ 71,321	$ -	$ -	$ 864,785
7438 - LISC / RDF Interest #2	$ 151,161	$ -	$ 1,105	$ 15,403	$ 15,403	$ 14,906	$ 15,403	$ 14,906	$ 15,403	$ 14,409	$ 13,913	$ 15,403	$ 14,906		$ 151,161
Total Capital Outlay	$ 1,238,269	$ 78,997	$ 152,373	$ 94,342	$ 94,284	$ 93,728	$ 94,167	$ 93,611	$ 94,049	$ 92,995	$ 92,438	$ 93,391	$ 21,573	$ -	$ 1,238,269
TOTAL EXPENDITURES	#REF!	#REF!	$ 536,912	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 306,630	#REF!
FY ENDING FUND BALANCE	#REF!	#REF!	$ (237,596)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 1,260,098	#REF!
	#REF!	#REF!	$ (237,596)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 1,260,098	#REF!
Change in Accounts Receivable		$ 716,221	$ 127,088	$ 325,490	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
IntraCo Receivables		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Prepaid Expenses		$ 65,905	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Current Other Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Other Assets		$ 2,040	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Accounts Payable/Due to Grantor Govts		$ (147,649)	$ (69,956)	$ (25,331)	$ (25,331)	$ (25,331)	$ (25,331)	$ (25,331)	$ (25,331)	$ (25,331)	$ (25,331)	$ (25,331)	$ (25,331)		
Accrued Salaries & Taxes		$ 17,717	$ (11,396)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Deferred Revenue		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ (1,284,663)	
Other Current Liabilities		$ 212	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Net Cash Provided/(used) by Operating Activities		#REF!	$ (191,859)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ (24,565)	#REF!
Capital Expenditures		$ (6,093)	$ (43,116)	$ 15,403	$ 15,403	$ 14,906	$ 15,403	$ 14,906	$ 15,403	$ 14,409	$ 13,913	$ 15,403	$ 14,906		
8685 - QALICB Distributions		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Net Cash Provided/(used) by investing Activities		$ (6,093)	$ (43,116)	$ 15,403	$ 15,403	$ 14,906	$ 15,403	$ 14,906	$ 15,403	$ 14,409	$ 13,913	$ 15,403	$ 14,906	$ -	$ -
		$ -											$ -		
LISC/RDF Principal Payment #1		$ (9,531)	$ (19,121)	$ (9,589)	$ (9,647)	$ (9,706)	$ (9,764)	$ (9,823)	$ (9,883)	$ (9,442)	$ (10,002)	$ (10,063)	$ -		
LISC/RDF Principal Payment #2		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Net Cash Provided/(used) by Financing Activities		$ (9,531)	$ (19,121)	$ (9,589)	$ (9,647)	$ (9,706)	$ (9,764)	$ (9,823)	$ (9,883)	$ (9,442)	$ (10,002)	$ (10,063)	$ -	$ -	$ -
Monthly Cash Balance	$ 96,667	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

CASH FLOW	Budget	Projected JULY 2026	Projected AUGUST 2026	Projected SEPT 2026	Projected OCT 2026	Projected NOV 2026	Projected DEC 2026	Projected JAN 2027	Projected FEB 2027	Projected MARCH 2027	Projected APRIL 2027	Projected MAY 2027	Projected JUNE 2027	Projected Accruals	Total
	Advanced Appor			37.00%			18.00%								
	LCFF	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance	100.00%
	In Lieu	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%
	EPA	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%		100.00%
	Title 1	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Title 2/3	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Mandate	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		100.00%
	NSLP	0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%		100.00%
	Lottery	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	100.00%
	SB740	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	50.00%		100.00%
Revenue															
Revenue Limit Sources															
8011 - LCFF General Entitlement	$ 2,103,973	$ 105,199	$ 105,199	$ 189,358	$ 189,358	$ 189,358	$ 189,358	$ 189,358	$ 189,358	$ 189,358	$ 189,358	$ 189,358	$ 189,358	$ -	$ 2,103,973
8012 - Education Protection Act	$ 1,006,500	$ -	$ -	$ 251,625	$ -	$ -	$ 251,625	$ -	$ -	$ 251,625	$ -	$ -	$ 251,625	$ -	$ 1,006,500
8096 - In Lieu of Property Taxes	$ 968,549	$ -	$ 58,113	$ 116,226	$ 77,484	$ 77,484	$ 77,484	$ 77,484	$ 77,484	$ 77,484	$ 135,597	$ 67,798	$ 67,798	$ 67,798	$ 968,549
8019 - PY Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue Limit Sources	$ 4,079,022	$ 105,199	$ 163,312	$ 557,208	$ 266,841	$ 266,841	$ 518,466	$ 266,841	$ 266,841	$ 576,579	$ 257,156	$ 257,156	$ 508,781	$ 67,798	$ 4,079,022
Federal Revenue															
8181 - Special Education - Federal	$ 34,248	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 34,248	$ 34,248
8182 - Special Education - Federal MH	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8290 - Title I, II, III, IV & CSI Revenues	$ 145,745	$ -	$ -	$ -	$ 109,309	$ -	$ 18,218	$ -	$ -	$ -	$ -	$ 18,218	$ -	$ -	$ 145,745
8297 - NSLP	$ 122,004	$ -	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 11,091	$ 0	$ 122,004
8299 - Other Federal Revenues	$ -													$ -	$ -
Total Federal Income	$ 301,996	$ -	$ 11,091	$ 11,091	$ 120,400	$ 11,091	$ 11,091	$ 29,309	$ 11,091	$ 11,091	$ 11,091	$ 29,309	$ 11,091	$ 34,248	$ 301,996
State Revenue															
8560 - Unrestricted Lottery (Non Prop 20)	$ 48,230	$ -	$ -	$ -	$ 12,058	$ -	$ -	$ 12,058	$ -	$ -	$ 12,058	$ -	$ -	$ 12,058	$ 48,230
8561 - Restricted Lottery (Prop 20)	$ 20,815	$ -	$ -	$ -	$ 5,204	$ -	$ -	$ 5,204	$ -	$ -	$ 5,204	$ -	$ -	$ 5,204	$ 20,815
8550 - Mandate Block Programs	$ 10,563	$ -	$ -	$ -	$ -	$ 10,563	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,563
8596 - State Nutrition Program	$ 56,332	$ -	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ 5,121	$ -	$ 56,332
8597 - SB740	$ 371,272	$ -	$ -	$ -	$ -	$ -	$ -	$ 185,636	$ -	$ -	$ 92,818	$ -	$ -	$ 92,818	$ 371,272
ASES Grant	$ 163,952	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 108,209	$ -	$ -	$ -	$ 55,744	$ 163,952
8592 - State Special Ed (AB602)	$ 233,677	$ 11,684	$ 11,684	$ 21,031	$ 21,031	$ 21,031	$ 21,031	$ 21,031	$ 21,031	$ 21,031	$ 21,031	$ 21,031	$ 21,031	$ 0	$ 233,677
8590 - Special Ed Mental Health (RS 6512)	$ 21,069	$ 1,053	$ 1,053	$ 1,896	$ 1,896	$ 1,896	$ 1,896	$ 1,896	$ 1,896	$ 1,896	$ 1,896	$ 1,896	$ 1,896	$ 0	$ 21,069
8599 - Other State Revenue/PY State Revenue	$ 410,791	$ 7,230	$ 232,230	$ 13,014	$ 13,014	$ 38,014	$ 13,014	$ 13,014	$ 13,014	$ 13,014	$ 13,014	$ 13,014	$ 13,014	$ 16,187	$ 410,791
Total State Revenue	$ 1,336,700	$ 19,967	$ 250,089	$ 41,063	$ 58,324	$ 76,625	$ 41,063	$ 243,960	$ 41,063	$ 149,271	$ 151,142	$ 41,063	$ 41,063	$ 182,010	$ 1,336,700
Local Revenue															
8792 - AB602 Local Transfer Special Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8650 - Rental Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8660 - Interest Income	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ 5,000
8682 - Misc Local Revenue	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ 10,000
8684 - Leverage Loan Payments	$ 157,060	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ 157,060
8685 - QALICB Distributions	$ 514,764	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ 514,764
8699 - Other Local Revenue	$ 86,653	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 86,653	$ (0)	$ 86,653
Total Local Revenues	$ 773,477	$ -	$ -	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 254,609	$ 15,000	$ 773,477
TOTAL REVENUE	$ 6,491,196	$ 125,166	$ 424,491	$ 777,318	$ 445,565	$ 354,558	$ 738,576	$ 540,110	$ 318,995	$ 904,898	$ 419,389	$ 327,528	$ 815,544	$ 299,057	$ 6,491,196
EXPENSES															
Certified Salaries															
1100 - Certificated Teachers	$ 1,233,472	$ 51,395	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 102,789	$ 51,395	$ 1,233,472
1120 - Substitute Teachers	$ 61,480	$ 2,562	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 5,123	$ 2,562	$ 61,480
1200 - Certificated Pupil Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1300 - Certificated Admin	$ 207,902	$ 8,663	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 17,325	$ 8,663	$ 207,902
1900 - Other Certificated	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Certified Salaries	$ 1,502,855	$ 62,619	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 125,238	$ 62,619	$ 1,502,855
Classified Salaries															
2100 - Classified Instructor Aides	$ 129,506	$ 5,396	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 10,792	$ 5,396	$ 129,506
2200 - Classified Support	$ 76,002	$ 3,167	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 6,334	$ 3,167	$ 76,002
2300 - Classified Administrators	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2400 - Classified Clerical	$ 207,124	$ 8,630	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 17,260	$ 8,630	$ 207,124
2900 - Classified Other	$ 137,270	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 137,270	$ -	$ 137,270
Total Classified Salaries	$ 549,902	$ 17,193	$ 34,386	$ 34,386	$ 34,386	$ 34,386	$ 34,386	$ 34,386	$ 34,386	$ 34,386	$ 34,386	$ 34,386	$ 171,656	$ 17,193	$ 549,902
Employee Benefits															
3100 - STRS	$ 240,336	$ -	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 20,028	$ 240,336
3200 - PERS	$ 143,510	$ -	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 11,959	$ 143,510
3300 - Medicare/ Social Security	$ 73,406	$ 3,059	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 6,117	$ 3,059	$ 73,406
3400 - Health and Welfare Benefits	$ 266,572	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ 22,214	$ -	$ 266,572
3500 - Unemployment Insurance	$ 9,572	$ -	$ -	$ -	$ -	$ -	$ -	$ 4,786	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 9,572
3600 - Workers Compensation	$ 22,010	$ -	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 1,834	$ 22,010
3900 - 403B	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	-	#REF!
Total Employee Benefits	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 37,678	#REF!
Books and Supplies															
4100 - Core Curriculum & Textbooks	$ 81,052	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ 6,754	$ -	$ 81,052
4200 - Supplemental Curriculum Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4300 - Materials & Office Supplies	$ 64,942	$ -	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ 5,904	$ -	$ 64,942
4315 - Classroom Instructional Materials & Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4342 - School Sponsored Athletics / Uniforms	$ 9,910	$ -	$ 901	$ 901	$ 901	$ 901	$ 901	$ 901	$ 901	$ 901	$ 901	$ 901	$ 901	$ -	$ 9,910
4381 - Materials for Plant Maintenance	$ 4,918	$ -	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ -	$ 4,918
4400 - Non-Cap Computers & Equipment	$ 17,987	$ -	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ 1,635	$ -	$ 17,987
4700 - Food Services	$ 186,496	$ -	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 15,541	$ 186,496
Total Books and Supplies	$ 365,305	$ 6,754	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 31,183	$ 15,541	$ 365,305
Services, Other Operating Expenses															
5200 - Mileage & Travel	$ 21,249	$ -	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ 1,932	$ -	$ 21,249
5210 - Conferences & P.D.	$ 19,516	$ -	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ -	$ 19,516
5300 - Dues and Membership	$ 20,550	$ -	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ 1,713	$ -	$ 18,838
5400 - General Liability Insurance	$ 87,683	$ -	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 7,307	$ 87,683
5501 - Facility Security	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5505 - Utilities	$ 135,200	$ -	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 135,200
5515 - Custodial Service	$ 128,276	$ -	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 10,690	$ 128,276
5610 - Facility Lease	$ 700,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ 700,000
5615 - Building Maintenance	$ 2,018	$ 168	$ 168	$ 168	$ 168	$ 168	$ 168	$ 168	$ 168	$ 168	$ 168	$ 168	$ 168	$ -	$ 2,018
5620 - Equipment/Space Rental	$ 4,422	$ 368	$ 368	$ 368	$ 368	$ 368	$ 368	$ 368	$ 368	$ 368	$ 368	$ 368	$ 368	$ -	$ 4,422
5803 - Audit Services	$ 28,661	$ -	$ -	$ -	$ -	$ 3,583	$ 3,583	$ 3,583	$ 3,583	$ 3,583	$ 3,583	$ 3,583	$ 3,583	$ -	$ 28,661
5805 - District Admin & Oversight	$ 40,790	$ -	$ -	$ -	$ -	$ -	$ 20,395	$ -	$ -	$ -	$ -	$ -	$ -	$ 20,395	$ 40,790
5807 - Annual Accreditation	$ 1,690	$ -	$ -	$ 169	$ 169	$ 169	$ 169	$ 169	$ 169	$ 169	$ 169	$ 169	$ 169	$ -	$ 1,690
5812 - Business Services	$ 130,000	$ -	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 130,000
5815 - Educational Consultants	$ 72,176	$ -	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 6,015	$ 72,176
5840 - Banking & Payroll Fees	$ 20,648	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ 1,721	$ -	$ 20,648
5845 - Legal Expenses	$ 75,000	$ -	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 75,000
5851 - Advertising/Marketing	$ 60,019	$ -	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 5,002	$ 60,019
5860 - Fingerprinting/Personnel Fees	$ 5,789	$ 482	$ 482	$ 482	$ 482	$ 482	$ 482	$ 482	$ 482	$ 482	$ 482	$ 482	$ 482	$ -	$ 5,789
5866 - Contracted Substitutes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5875 - Contracted ASES	$ 91,770	$ -	$ -	$ 9,177	$ 9,177	$ 9,177	$ 9,177	$ 9,177	$ 9,177	$ 9,177	$ 9,177	$ 9,177	$ 9,177	$ -	$ 91,770
5876 - Student Assessments	$ 12,439	$ -	$ -	$ 1,244	$ 1,244	$ 1,244	$ 1,244	$ 1,244	$ 1,244	$ 1,244	$ 1,244	$ 1,244	$ 1,244	$ -	$ 12,439
5877 - Student Activities & Athletics	$ 68,622	$ -	$ -	$ 6,862	$ 6,862	$ 6,862	$ 6,862	$ 6,862	$ 6,862	$ 6,862	$ 6,862	$ 6,862	$ 6,862	$ -	$ 68,622
5878 - Student Athletics	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5879 - Special Education Services	$ 108,941	$ -	$ -	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 9,904	$ 108,941
5881 - Student Information System	$ 34,637	$ -	$ -	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 3,149	$ 34,637
5887 - IT Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5899 - Misc. Operating Services	$ 804	$ 67	$ 67	$ 67	$ 67	$ 67	$ 67	$ 67	$ 67	$ 67	$ 67	$ 67	$ 67	$ -	$ 804
5910 - Phone & Internet	$ 30,400	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ 2,533	$ -	$ 30,400
5920 - Postage	$ 1,721	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ -	$ 1,721
Total Services, Other Operating Expenses	$ 1,903,021	$ 5,484	$ 68,265	$ 273,769	$ 98,769	$ 102,352	$ 297,747	$ 102,352	$ 102,352	$ 277,352	$ 102,352	$ 102,352	$ 277,352	$ 90,810	$ 1,901,308
Capital Outlay															
6900 - Depreciation	$ 142,323	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 142,323
7438 - PCSD Interest	$ 80,000	$ -	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 80,000
7438 - LISC / RDF Interest #1	$ 855,874		$ 71,676	$ 71,615	$ 71,553	$ 71,491	$ 71,428	$ 71,365	$ 71,302	$ 71,328	$ 71,174	$ 71,109	$ 71,044	$ 70,979	$ 855,874
7438 - LISC / RDF Interest #2	$ 177,809		$ 14,906	$ 14,890	$ 14,875	$ 14,859	$ 14,842	$ 14,826	$ 14,810	$ 14,793	$ 14,777	$ 14,760	$ 14,743	$ 14,727	$ 177,809
Total Capital Outlay	$ 1,256,006	$ -	$ 93,249	$ 93,172	$ 93,094	$ 93,016	$ 92,937	$ 92,858	$ 92,779	$ 92,788	$ 92,618	$ 92,536	$ 92,454	$ 92,373	$ 1,256,006
TOTAL EXPENDITURES	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 316,214	#REF!
FY ENDING FUND BALANCE	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ (17,157)	#REF!
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ (17,157)	#REF!
Change in Accounts Receivable		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
IntraCo Receivables		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Prepaid Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Current Other Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Other Assets		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Accounts Payable/Due to Grantor Govts		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Accrued Salaries & Taxes		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Deferred Revenue		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Other Current Liabilities		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Net Cash Provided/(used) by Operating Activities		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ (17,157)	#REF!
Capital Expenditures		$ -	$ -	$ -									$ -		
8685 - QALICB Distributions		$ -	$ -	$ -			$ -			$ -			$ -		
Net Cash Provided/(used) by investing Activities		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -													
LISC/RDF Principal Payment #1		$ (10,185)	$ (10,246)	$ (10,308)	$ (10,371)	$ (10,443)	$ (10,496)	$ (10,560)	$ (10,623)	$ (10,688)	$ (10,752)	$ (10,817)	$ (10,882)		
LISC/RDF Principal Payment #2		$ (2,385)	$ (2,401)	$ (2,417)	$ (2,433)	$ (2,449)	$ (2,465)	$ (2,482)	$ (2,498)	$ (2,515)	$ (2,531)	$ (2,548)	$ (2,565)		
Net Cash Provided/(used) by Financing Activities		$ (12,570)	$ (12,647)	$ (12,725)	$ (12,804)	$ (12,892)	$ (12,961)	$ (13,042)	$ (13,121)	$ (13,203)	$ (13,283)	$ (13,365)	$ (13,447)	$ -	$ -
Monthly Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

CASH FLOW	Budget	Projected JULY 2027	Projected AUGUST 2027	Projected SEPT 2027	Projected OCT 2027	Projected NOV 2027	Projected DEC 2027	Projected JAN 2028	Projected FEB 2028	Projected MARCH 2028	Projected APRIL 2028	Projected MAY 2028	Projected JUNE 2028	Projected Accruals	Total
	Advanced Appor			37.00%			18.00%								
	LCFF	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance	100.00%
	In Lieu	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%
	EPA	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%		100.00%
	Title 1	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Title 2/3	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Mandate	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		100.00%
	NSLP	0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%		100.00%
	Lottery	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	100.00%
	SB740	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	50.00%		100.00%
Revenue															
Revenue Limit Sources															
8011 - LCFF General Entitlement	$ 2,405,221	$ 120,261	$ 120,261	$ 216,470	$ 216,470	$ 216,470	$ 216,470	$ 216,470	$ 216,470	$ 216,470	$ 216,470	$ 216,470	$ 216,470	$ -	$ 2,405,221
8012 - Education Protection Act	$ 1,139,123	$ -	$ -	$ 284,781	$ -	$ -	$ 284,781	$ -	$ -	$ 284,781	$ -	$ -	$ 284,781	$ -	$ 1,139,123
8096 - In Lieu of Property Taxes	$ 1,059,921	$ -	$ 63,595	$ 127,191	$ 84,794	$ 84,794	$ 84,794	$ 84,794	$ 84,794	$ 148,389	$ 74,194	$ 74,194	$ 74,194	$ 74,194	$ 1,059,921
8019 - PY Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue Limit Sources	$ 4,604,265	$ 120,261	$ 183,856	$ 628,441	$ 301,264	$ 301,264	$ 586,044	$ 301,264	$ 301,264	$ 649,640	$ 290,664	$ 290,664	$ 575,445	$ 74,194	$ 4,604,265
Federal Revenue															
8181 - Special Education - Federal	$ 38,603	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 38,603	$ 38,603
8182 - Special Education - Federal MH	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8290 - Title I, II, III, IV & CSI Revenues	$ 158,832	$ -	$ -	$ 119,124	$ -	$ -	$ -	$ 19,854	$ -	$ -	$ -	$ 19,854	$ -	$ -	$ 158,832
8297 - NSLP	$ 125,664	$ 6,283	$ 6,283	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 0	$ 125,664
8299 - Other Federal Revenues	$ -						$ -							$ -	$ -
Total Federal Income	$ 323,098	$ 6,283	$ 6,283	$ 11,310	$ 130,433	$ 11,310	$ 11,310	$ 31,164	$ 11,310	$ 11,310	$ 11,310	$ 31,164	$ 11,310	$ 38,603	$ 323,098
State Revenue															
8560 - Unrestricted Lottery (Non Prop 20)	$ 54,364	$ -	$ -	$ -	$ 13,591	$ -	$ -	$ 13,591	$ -	$ -	$ 13,591	$ -	$ -	$ 13,591	$ 54,364
8561 - Restricted Lottery (Prop 20)	$ 23,462	$ -	$ -	$ -	$ 5,866	$ -	$ -	$ 5,866	$ -	$ -	$ 5,866	$ -	$ -	$ 5,866	$ 23,462
8550 - Mandate Block Programs	$ 11,726	$ -	$ -	$ -	$ -	$ 11,726	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,726
8596 - State Nutrition Program	$ 58,022	$ 2,901	$ 2,901	$ 5,222	$ 5,222	$ 5,222	$ 5,222	$ 5,222	$ 5,222	$ 5,222	$ 5,222	$ 5,222	$ 5,222	$ (0)	$ 58,022
8597 - SB740	$ 418,486	$ -	$ -	$ -	$ -	$ -	$ -	$ 209,243	$ -	$ -	$ 104,622	$ -	$ -	$ 104,622	$ 418,486
ASES Grant	$ 168,871	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 111,455	$ -	$ -	$ -	$ 57,416	$ 168,871
8592 - State Special Ed (AB602)	$ 255,491	$ 12,775	$ 12,775	$ 22,994	$ 22,994	$ 22,994	$ 22,994	$ 22,994	$ 22,994	$ 22,994	$ 22,994	$ 22,994	$ 22,994	$ 0	$ 255,491
8590 - Special Ed Mental Health (RS 6512)	$ 23,057	$ 1,153	$ 1,153	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ 2,075	$ (0)	$ 23,057
8599 - Other State Revenue/PY State Revenue	$ 424,124	$ 8,706	$ 233,706	$ 15,671	$ 15,671	$ 40,671	$ 15,671	$ 15,671	$ 15,671	$ 15,671	$ 15,671	$ 15,671	$ 15,671	$ (0)	$ 424,124
Total State Revenue	$ 1,437,603	$ 25,535	$ 250,535	$ 45,962	$ 65,419	$ 82,689	$ 45,962	$ 274,662	$ 45,962	$ 157,417	$ 170,040	$ 45,962	$ 45,962	$ 181,494	$ 1,437,603
Local Revenue															
8792 - AB602 Local Transfer Special Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8650 - Rental Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8660 - Interest Income	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ 5,000
8682 - Misc Local Revenue	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ 10,000
8684 - Leverage Loan Payments	$ 157,060	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ 157,060
8685 - QALICB Distributions	$ 514,764	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ 514,764
8699 - Other Local Revenue	$ 89,252	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 89,252	$ 0	$ 89,252
Total Local Revenues	$ 776,076	$ -	$ -	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 257,208	$ 15,000	$ 776,076
TOTAL REVENUE	$ 7,141,042	$ 152,079	$ 440,674	$ 853,669	$ 497,116	$ 395,262	$ 811,272	$ 607,089	$ 358,536	$ 986,322	$ 472,014	$ 367,790	$ 889,925	$ 309,292	$ 7,141,042
EXPENSES															
Certified Salaries															
1100 - Certificated Teachers	$ 1,356,934	$ 56,539	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 113,078	$ 56,539	$ 1,356,934
1120 - Substitute Teachers	$ 65,169	$ 2,715	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 5,431	$ 2,715	$ 65,169
1200 - Certificated Pupil Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1300 - Certificated Admin	$ 220,376	$ 9,182	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 18,365	$ 9,182	$ 220,376
1900 - Other Certificated	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Certified Salaries	$ 1,642,479	$ 68,437	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 136,873	$ 68,437	$ 1,642,479
Classified Salaries															
2100 - Classified Instructor Aides	$ 137,276	$ 5,720	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 11,440	$ 5,720	$ 137,276
2200 - Classified Support	$ 142,978	$ 5,957	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 11,915	$ 5,957	$ 142,978
2300 - Classified Administrators	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2400 - Classified Clerical	$ 313,934	$ 13,081	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 26,161	$ 13,081	$ 313,934
2900 - Classified Other	$ 145,506	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 145,506	$ -	$ 145,506
Total Classified Salaries	$ 739,694	$ 24,758	$ 49,516	$ 49,516	$ 49,516	$ 49,516	$ 49,516	$ 49,516	$ 49,516	$ 49,516	$ 49,516	$ 49,516	$ 195,022	$ 24,758	$ 739,694
Employee Benefits															
3100 - STRS	$ 264,202	$ -	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 22,017	$ 264,202
3200 - PERS	$ 194,810	$ -	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 16,234	$ 194,810
3300 - Medicare/ Social Security	$ 90,523	$ 3,772	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 7,544	$ 3,772	$ 90,523
3400 - Health and Welfare Benefits	$ 333,214	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ 27,768	$ -	$ 333,214
3500 - Unemployment Insurance	$ 11,090	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,545	$ 924	$ 924	$ 924	$ 924	$ 924	$ 924	$ 11,090
3600 - Workers Compensation	$ 25,600	$ -	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 2,133	$ 25,600
3900 - 403B	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ -	#REF!
Total Employee Benefits	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 45,080	#REF!
Books and Supplies															
4100 - Core Curriculum & Textbooks	$ 84,294	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ 7,025	$ -	$ 84,294
4200 - Supplemental Curriculum Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4300 - Materials & Office Supplies	$ 67,539	$ -	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ 6,140	$ -	$ 67,539
4315 - Classroom Instructional Materials & Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4342 - School Sponsored Athletics / Uniforms	$ 10,307	$ -	$ 937	$ 937	$ 937	$ 937	$ 937	$ 937	$ 937	$ 937	$ 937	$ 937	$ 937	$ -	$ 10,307
4381 - Materials for Plant Maintenance	$ 5,115	$ -	$ 465	$ 465	$ 465	$ 465	$ 465	$ 465	$ 465	$ 465	$ 465	$ 465	$ 465	$ -	$ 5,115
4400 - Non-Cap Computers & Equipment	$ 18,706	$ -	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ 1,701	$ -	$ 18,706
4700 - Food Services	$ 193,956	$ -	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 16,163	$ 193,956
Total Books and Supplies	$ 379,917	$ 7,025	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 32,430	$ 16,163	$ 379,917
Services, Other Operating Expenses															
5200 - Mileage & Travel	$ 22,099	$ -	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ 2,009	$ -	$ 22,099
5210 - Conferences & P.D.	$ 20,297	$ -	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ 1,845	$ -	$ 20,297
5300 - Dues and Membership	$ 21,372	$ -	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 1,781	$ 21,372
5400 - General Liability Insurance	$ 91,191	$ -	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 7,599	$ 91,191
5501 - Facility Security	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5505 - Utilities	$ 140,608	$ -	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 11,717	$ 140,608
5515 - Custodial Service	$ 133,407	$ -	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 11,117	$ 133,407
5610 - Facility Lease	$ 700,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ 700,000
5615 - Building Maintenance	$ 2,099	$ 175	$ 175	$ 175	$ 175	$ 175	$ 175	$ 175	$ 175	$ 175	$ 175	$ 175	$ 175	$ -	$ 2,099
5620 - Equipment/Space Rental	$ 4,599	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ -	$ 4,599
5803 - Audit Services	$ 29,807	$ -	$ -	$ -	$ -	$ 3,726	$ 3,726	$ 3,726	$ 3,726	$ 3,726	$ 3,726	$ 3,726	$ 3,726	$ -	$ 29,807
5805 - District Admin & Oversight	$ 46,043	$ -	$ -	$ -	$ -	$ -	$ 23,021	$ -	$ -	$ -	$ -	$ -	$ -	$ 23,021	$ 46,042
5807 - Annual Accreditation	$ 1,757	$ -	$ -	$ 176	$ 176	$ 176	$ 176	$ 176	$ 176	$ 176	$ 176	$ 176	$ 176	$ -	$ 1,757
5812 - Business Services	$ 130,000	$ -	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 10,833	$ 130,000
5815 - Educational Consultants	$ 75,063	$ -	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 6,255	$ 75,063
5840 - Banking & Payroll Fees	$ 21,474	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ 1,790	$ -	$ 21,474
5845 - Legal Expenses	$ 78,000	$ -	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500	$ 78,000
5851 - Advertising/Marketing	$ 62,420	$ -	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 5,202	$ 62,420
5860 - Fingerprinting/Personnel Fees	$ 6,020	$ 502	$ 502	$ 502	$ 502	$ 502	$ 502	$ 502	$ 502	$ 502	$ 502	$ 502	$ 502	$ -	$ 6,020
5866 - Contracted Substitutes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5875 - Contracted ASES	$ 95,440	$ -	$ -	$ 9,544	$ 9,544	$ 9,544	$ 9,544	$ 9,544	$ 9,544	$ 9,544	$ 9,544	$ 9,544	$ 9,544	$ -	$ 95,440
5876 - Student Assessments	$ 12,937	$ -	$ -	$ 1,294	$ 1,294	$ 1,294	$ 1,294	$ 1,294	$ 1,294	$ 1,294	$ 1,294	$ 1,294	$ 1,294	$ -	$ 12,937
5877 - Student Activities & Athletics	$ 71,366	$ -	$ -	$ 7,137	$ 7,137	$ 7,137	$ 7,137	$ 7,137	$ 7,137	$ 7,137	$ 7,137	$ 7,137	$ 7,137	$ -	$ 71,366
5878 - Student Athletics	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5879 - Special Education Services	$ 113,299	$ -	$ -	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 10,300	$ 113,299
5881 - Student Information System	$ 36,023	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ 3,002	$ -	$ 36,023
5887 - IT Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5899 - Misc. Operating Services	$ 836	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ -	$ 836
5910 - Phone & Internet	$ 31,616	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ 2,635	$ -	$ 31,616
5920 - Postage	$ 1,790	$ 149	$ 149	$ 149	$ 149	$ 149	$ 149	$ 149	$ 149	$ 149	$ 149	$ 149	$ 149	$ -	$ 1,790
Total Services, Other Operating Expenses	$ 1,949,563	$ 8,705	$ 73,564	$ 277,014	$ 102,014	$ 105,740	$ 303,761	$ 105,740	$ 105,740	$ 280,740	$ 105,740	$ 105,740	$ 280,740	$ 94,326	$ 1,949,562
Capital Outlay															
6900 - Depreciation	$ 128,113	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 128,113
7438 - PCSD Interest	$ 80,000		$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 80,000
7438 - LISC / RDF Interest #1	$ 846,499		$ 70,913	$ 70,847	$ 70,780	$ 70,713	$ 70,646	$ 70,578	$ 70,510	$ 70,441	$ 70,372	$ 70,303	$ 70,233	$ 70,163	$ 846,499
7438 - LISC / RDF Interest #2	$ 175,361		$ 14,710	$ 14,692	$ 14,675	$ 14,658	$ 14,640	$ 14,623	$ 14,605	$ 14,587	$ 14,570	$ 14,551	$ 14,533	$ 14,515	$ 175,361
Total Capital Outlay	$ 1,229,973	$ -	$ 92,289	$ 92,206	$ 92,122	$ 92,038	$ 91,953	$ 91,868	$ 91,782	$ 91,695	$ 91,608	$ 91,521	$ 91,433	$ 91,345	$ 1,229,973
TOTAL EXPENDITURES	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 340,108	#REF!
FY ENDING FUND BALANCE	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ (30,816)	#REF!
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ (30,816)	#REF!
Change in Accounts Receivable		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
IntraCo Receivables		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Prepaid Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Current Other Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Other Assets		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Accounts Payable/Due to Grantor Govts		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Accrued Salaries & Taxes		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Deferred Revenue		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Other Current Liabilities		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Net Cash Provided/(used) by Operating Activities		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ (30,816)	#REF!
Capital Expenditures		$ -	$ -	$ -									$ -		
8685 - QALICB Distributions		$ -	$ -	$ -			$ -			$ -			$ -		
Net Cash Provided/(used) by investing Activities		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -													
LISC/RDF Principal Payment #1		$ (10,948)	$ (11,014)	$ (11,081)	$ (11,148)	$ (11,215)	$ (11,283)	$ (11,351)	$ (11,420)	$ (11,489)	$ (11,558)	$ (11,628)	$ (11,698)		
LISC/RDF Principal Payment #2		$ (2,582)	$ (2,582)	$ (2,599)	$ (2,616)	$ (2,633)	$ (2,651)	$ (2,669)	$ (2,686)	$ (2,704)	$ (2,722)	$ (2,740)	$ (2,758)		
Net Cash Provided/(used) by Financing Activities		$ (13,530)	$ (13,596)	$ (13,680)	$ (13,764)	$ (13,848)	$ (13,934)	$ (14,020)	$ (14,106)	$ (14,193)	$ (14,280)	$ (14,368)	$ (14,456)	$ -	$ -
Monthly Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

CASH FLOW	Budget	Projected JULY 2028	Projected AUGUST 2028	Projected SEPT 2028	Projected OCT 2028	Projected NOV 2028	Projected DEC 2028	Projected JAN 2029	Projected FEB 2029	Projected MARCH 2029	Projected APRIL 2029	Projected MAY 2029	Projected JUNE 2029	Projected Accruals	Total
	Advanced Appor			37.00%			18.00%								
	LCFF	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance	100.00%
	In Lieu	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%
	EPA	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%		100.00%
	Title 1	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Title 2/3	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Mandate	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		100.00%
	NSLP	0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%		100.00%
	Lottery	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	100.00%
	SB740	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	50.00%		100.00%
Revenue															
Revenue Limit Sources															
8011 - LCFF General Entitlement	$ 2,773,093	$ 138,655	$ 138,655	$ 249,578	$ 249,578	$ 249,578	$ 249,578	$ 249,578	$ 249,578	$ 249,578	$ 249,578	$ 249,578	$ 249,578	$ -	$ 2,773,093
8012 - Education Protection Act	$ 1,298,568	$ -	$ -	$ 324,642	$ -	$ -	$ 324,642	$ -	$ -	$ 324,642	$ -	$ -	$ 324,642	$ -	$ 1,298,568
8096 - In Lieu of Property Taxes	$ 1,169,568	$ -	$ 70,174	$ 140,348	$ 93,565	$ 93,565	$ 93,565	$ 93,565	$ 93,565	$ 163,740	$ 81,870	$ 81,870	$ 81,870	$ 81,870	$ 1,169,568
8019 - PY Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue Limit Sources	$ 5,241,229	$ 138,655	$ 208,829	$ 714,569	$ 343,144	$ 343,144	$ 667,786	$ 343,144	$ 343,144	$ 737,960	$ 331,448	$ 331,448	$ 656,090	$ 81,870	$ 5,241,229
Federal Revenue															
8181 - Special Education - Federal	$ 47,988	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 47,988	$ 47,988
8182 - Special Education - Federal MH	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8290 - Title I, II, III, IV & CSI Revenues	$ 174,483	$ -	$ -	$ -	$ 130,862	$ -	$ -	$ 21,810	$ -	$ -	$ -	$ 21,810	$ -	$ -	$ 174,483
8297 - NSLP	$ 129,434	$ -	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 11,767	$ 0	$ 129,434
8299 - Other Federal Revenues	$ -						$ -							$ -	$ -
Total Federal Income	$ 351,905	$ -	$ 11,767	$ 11,767	$ 142,629	$ 11,767	$ 11,767	$ 33,577	$ 11,767	$ 11,767	$ 11,767	$ 33,577	$ 11,767	$ 47,988	$ 351,905
State Revenue															
8560 - Unrestricted Lottery (Non Prop 20)	$ 67,580	$ -	$ -	$ -	$ 16,895	$ -	$ -	$ 16,895	$ -	$ -	$ 16,895	$ -	$ -	$ 16,895	$ 67,580
8561 - Restricted Lottery (Prop 20)	$ 29,166	$ -	$ -	$ 7,291	$ -	$ -	$ 7,291	$ -	$ -	$ 7,291	$ -	$ -	$ -	$ 7,291	$ 29,166
8550 - Mandate Block Programs	$ 14,390	$ -	$ -	$ -	$ -	$ 14,390	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,390
8596 - State Nutrition Program	$ 59,762	$ -	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 5,433	$ 0	$ 59,762
8597 - SB740	$ 520,221	$ -	$ -	$ -	$ -	$ -	$ -	$ 260,111	$ -	$ -	$ 130,055	$ -	$ -	$ 130,055	$ 520,221
ASES Grant	$ 173,937	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 114,798	$ -	$ -	$ -	$ 59,139	$ 173,937
8592 - State Special Ed (AB602)	$ 317,602	$ 15,880	$ 15,880	$ 28,584	$ 28,584	$ 28,584	$ 28,584	$ 28,584	$ 28,584	$ 28,584	$ 28,584	$ 28,584	$ 28,584	$ 0	$ 317,602
8590 - Special Ed Mental Health (RS 6512)	$ 27,827	$ 1,391	$ 1,391	$ 2,504	$ 2,504	$ 2,504	$ 2,504	$ 2,504	$ 2,504	$ 2,504	$ 2,504	$ 2,504	$ 2,504	$ (0)	$ 27,827
8599 - Other State Revenue/PY State Revenue	$ 339,938	$ 16,997	$ 16,997	$ 30,594	$ 30,594	$ 30,594	$ 30,594	$ 30,594	$ 30,594	$ 30,594	$ 30,594	$ 30,594	$ 30,594	$ (0)	$ 339,938
Total State Revenue	$ 1,550,423	$ 34,268	$ 39,701	$ 67,116	$ 91,302	$ 81,505	$ 67,116	$ 351,413	$ 67,116	$ 181,914	$ 221,358	$ 67,116	$ 67,116	$ 213,380	$ 1,550,423
Local Revenue															
8792 - AB602 Local Transfer Special Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8650 - Rental Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8660 - Interest Income	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ 5,000
8682 - Misc Local Revenue	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ 10,000
8684 - Leverage Loan Payments	$ 157,060	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ -	$ 39,265	$ -	$ 157,060
8685 - QALICB Distributions	$ 514,764	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ -	$ 128,691	$ -	$ 514,764
8699 - Other Local Revenue	$ 91,930	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 91,930	$ 91,930
Total Local Revenues	$ 778,754	$ -	$ -	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 167,956	$ -	$ -	$ 259,886	$ 15,000	$ 778,754
TOTAL REVENUE	$ 7,922,311	$ 172,923	$ 260,297	$ 961,407	$ 577,075	$ 436,416	$ 914,624	$ 728,134	$ 422,026	$ 1,099,597	$ 564,573	$ 432,141	$ 994,859	$ 358,238	$ 7,922,311
EXPENSES															
Certified Salaries															
1100 - Certificated Teachers	$ 1,546,614	$ 64,442	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 128,884	$ 64,442	$ 1,546,614
1120 - Substitute Teachers	$ 69,079	$ 2,878	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 5,757	$ 2,878	$ 69,079
1200 - Certificated Pupil Support	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1300 - Certificated Admin	$ 293,150	$ 12,215	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 24,429	$ 12,215	$ 293,150
1900 - Other Certificated		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Certified Salaries	$ 1,908,842	$ 79,535	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 159,070	$ 79,535	$ 1,908,842
Classified Salaries															
2100 - Classified Instructor Aides	$ 145,512	$ 6,063	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 12,126	$ 6,063	$ 145,512
2200 - Classified Support	$ 151,557	$ 6,315	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 12,630	$ 6,315	$ 151,557
2300 - Classified Administrators	$ 154,832	$ 6,451	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 12,903	$ 6,451	$ 154,832
2400 - Classified Clerical	$ 332,770	$ 13,865	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 27,731	$ 13,865	$ 332,770
2900 - Classified Other	$ 154,944	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 154,944	$ -	$ 154,944
Total Classified Salaries	$ 939,615	$ 32,695	$ 65,389	$ 65,389	$ 65,389	$ 65,389	$ 65,389	$ 65,389	$ 65,389	$ 65,389	$ 65,389	$ 65,389	$ 220,333	$ 32,695	$ 939,615
Employee Benefits															
3100 - STRS	$ 341,679	$ -	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 28,473	$ 341,679
3200 - PERS	$ 213,407	$ -	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 17,784	$ 213,407
3300 - Medicare/ Social Security	$ 100,632	$ 4,193	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 8,386	$ 4,193	$ 100,632
3400 - Health and Welfare Benefits	$ 409,345	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ 34,112	$ -	$ 409,345
3500 - Unemployment Insurance	$ 13,256	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,628	$ 1,105	$ 1,105	$ 1,105	$ 1,105	$ 1,105	$ 1,103	$ 13,256
3600 - Workers Compensation	$ 30,685	$ -	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 2,557	$ 30,685
3900 - 403B	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ -	#REF!
Total Employee Benefits	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 54,110	#REF!
Books and Supplies															
4100 - Core Curriculum & Textbooks	$ 87,666	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ 7,306	$ -	$ 87,666
4200 - Supplemental Curriculum Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4300 - Materials & Office Supplies	$ 70,241	$ -	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ 6,386	$ -	$ 70,241
4315 - Classroom Instructional Materials & Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4342 - School Sponsored Athletics / Uniforms	$ 10,719	$ -	$ 974	$ 974	$ 974	$ 974	$ 974	$ 974	$ 974	$ 974	$ 974	$ 974	$ 974	$ -	$ 10,719
4381 - Materials for Plant Maintenance	$ 5,319	$ -	$ 484	$ 484	$ 484	$ 484	$ 484	$ 484	$ 484	$ 484	$ 484	$ 484	$ 484	$ -	$ 5,319
4400 - Non-Cap Computers & Equipment	$ 19,455	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ 1,621	$ -	$ 19,455
4700 - Food Services	$ 201,714	$ -	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 16,809	$ 201,714
Total Books and Supplies	$ 395,114	$ 8,927	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 33,580	$ 16,809	$ 395,114
Services, Other Operating Expenses															
5200 - Mileage & Travel	$ 22,983	$ -	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ 2,089	$ -	$ 22,983
5210 - Conferences & P.D.	$ 21,108	$ -	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ 1,919	$ -	$ 21,108
5300 - Dues and Membership	$ 22,227	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ 1,852	$ -	$ 22,227
5400 - General Liability Insurance	$ 94,838	$ -	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 7,903	$ 94,838
5501 - Facility Security	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5505 - Utilities	$ 146,232	$ -	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 12,186	$ 146,232
5515 - Custodial Service	$ 138,743	$ -	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 11,562	$ 138,743
5610 - Facility Lease	$ 700,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ -	$ 175,000	$ -	$ 700,000
5615 - Building Maintenance	$ 2,183	$ 182	$ 182	$ 182	$ 182	$ 182	$ 182	$ 182	$ 182	$ 182	$ 182	$ 182	$ 182	$ -	$ 2,183
5620 - Equipment/Space Rental	$ 4,783	$ 399	$ 399	$ 399	$ 399	$ 399	$ 399	$ 399	$ 399	$ 399	$ 399	$ 399	$ 399	$ -	$ 4,783
5803 - Audit Services	$ 30,999	$ -	$ -	$ -	$ -	$ 3,875	$ 3,875	$ 3,875	$ 3,875	$ 3,875	$ 3,875	$ 3,875	$ 3,875	$ -	$ 30,999
5805 - District Admin & Oversight	$ 52,412	$ 2,621	$ 2,621	$ 4,717	$ 4,717	$ 4,717	$ 4,717	$ 4,717	$ 4,717	$ 4,717	$ 4,717	$ 4,717	$ 4,717	$ -	$ 52,412
5807 - Annual Accreditation	$ 1,828	$ -	$ -	$ 183	$ 183	$ 183	$ 183	$ 183	$ 183	$ 183	$ 183	$ 183	$ 183	$ -	$ 1,828
5812 - Business Services	$ 135,200	$ -	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 11,267	$ 135,200
5815 - Educational Consultants	$ 78,066	$ -	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 6,505	$ 78,066
5840 - Banking & Payroll Fees	$ 22,333	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ 1,861	$ -	$ 22,333
5845 - Legal Expenses	$ 81,120	$ -	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 6,760	$ 81,120
5851 - Advertising/Marketing	$ 64,917	$ -	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 5,410	$ 64,917
5860 - Fingerprinting/Personnel Fees	$ 6,261	$ 522	$ 522	$ 522	$ 522	$ 522	$ 522	$ 522	$ 522	$ 522	$ 522	$ 522	$ 522	$ -	$ 6,261
5866 - Contracted Substitutes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5875 - Contracted ASES	$ 99,258	$ -	$ -	$ 9,926	$ 9,926	$ 9,926	$ 9,926	$ 9,926	$ 9,926	$ 9,926	$ 9,926	$ 9,926	$ 9,926	$ -	$ 99,258
5876 - Student Assessments	$ 13,454	$ -	$ -	$ 1,345	$ 1,345	$ 1,345	$ 1,345	$ 1,345	$ 1,345	$ 1,345	$ 1,345	$ 1,345	$ 1,345	$ -	$ 13,454
5877 - Student Activities & Athletics	$ 74,221	$ -	$ -	$ 7,422	$ 7,422	$ 7,422	$ 7,422	$ 7,422	$ 7,422	$ 7,422	$ 7,422	$ 7,422	$ 7,422	$ -	$ 74,221
5878 - Student Athletics	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5879 - Special Education Services	$ 117,831	$ -	$ -	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 10,712	$ 117,831
5881 - Student Information System	$ 37,464	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ 3,122	$ -	$ 37,464
5887 - IT Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5899 - Misc. Operating Services	$ 870	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ -	$ 870
5910 - Phone & Internet	$ 32,880	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ 2,740	$ -	$ 32,880
5920 - Postage	$ 1,861	$ 155	$ 155	$ 155	$ 155	$ 155	$ 155	$ 155	$ 155	$ 155	$ 155	$ 155	$ 155	$ -	$ 1,861
Total Services, Other Operating Expenses	$ 2,004,073	$ 13,526	$ 79,127	$ 285,812	$ 110,812	$ 114,687	$ 289,687	$ 114,687	$ 114,687	$ 289,687	$ 114,687	$ 114,687	$ 289,687	$ 72,305	$ 2,004,073
Capital Outlay															
6900 - Depreciation	$ 113,904	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 113,904
7438 - PCSD Interest	$ 80,000		$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 6,667	$ 80,000
7438 - LISC / RDF Interest #1	$ 836,318		$ 70,092	$ 70,021	$ 69,950	$ 69,878	$ 69,805	$ 69,732	$ 69,659	$ 69,585	$ 69,511	$ 69,437	$ 69,362	$ 69,286	$ 836,318
7438 - LISC / RDF Interest #2	$ 172,711		$ 14,497	$ 14,478	$ 14,460	$ 14,441	$ 14,422	$ 14,403	$ 14,384	$ 14,364	$ 14,345	$ 14,326	$ 14,306	$ 14,286	$ 172,711
Total Capital Outlay	$ 1,202,933	$ -	$ 91,255	$ 91,166	$ 91,076	$ 90,985	$ 90,894	$ 90,802	$ 90,709	$ 90,616	$ 90,523	$ 90,429	$ 90,335	$ 90,239	$ 1,202,933
TOTAL EXPENDITURES	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 345,693	#REF!
FY ENDING FUND BALANCE	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 12,545	#REF!
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 12,545	#REF!
Change in Accounts Receivable		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
IntraCo Receivables		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Prepaid Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Current Other Expenses		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Other Assets		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Accounts Payable/Due to Grantor Govts		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Accrued Salaries & Taxes		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Deferred Revenue		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Other Current Liabilities		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Net Cash Provided/(used) by Operating Activities		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	$ 12,545	#REF!
Capital Expenditures		$ -	$ -	$ -									$ -		
8685 - QALICB Distributions		$ -	$ -	$ -			$ -			$ -			$ -		
Net Cash Provided/(used) by investing Activities		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ -													
LISC/RDF Principal Payment #1		$ (11,769)	$ (11,840)	$ (11,912)	$ (11,984)	$ (12,056)	$ (12,129)	$ (12,202)	$ (12,276)	$ (12,350)	$ (12,425)	$ (12,500)	$ (12,575)		
LISC/RDF Principal Payment #2		$ (2,795)	$ (2,813)	$ (2,832)	$ (2,851)	$ (2,870)	$ (2,889)	$ (2,908)	$ (2,927)	$ (2,946)	$ (2,966)	$ (2,986)	$ (3,005)		
Net Cash Provided/(used) by Financing Activities		$ (14,564)	$ (14,653)	$ (14,744)	$ (14,835)	$ (14,926)	$ (15,018)	$ (15,110)	$ (15,203)	$ (15,296)	$ (15,391)	$ (15,486)	$ (15,580)	$ -	$ -
Monthly Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

LCFF Calculator Caveats

v.26.2 **8/1/2025**

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General	The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.
	The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).
	The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.
	The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.
	EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

NEW 2024-25

On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator **does not** take into account the following:

-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.

-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

NEW 2025-26

-The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

If any of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts with necessary small schools should refer to the Instructions tab. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:
Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment
Basic Aid Supplement Charter School Adjustment

NEW 2025-26

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

NEW 2025-26

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. **Historical year projections may not align with CDE exhibits for those years**. To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made to the ADA section for those years in the data entry tab. If needed, FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit.

LCFF Calculator Navigation

v.26.2 8/1/2025

Structure:

1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

5 Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
- version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
- version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

For example, for the 2025-26 projection year, version **v26.1** includes P-1 certification data and version **26.2** includes P-2 certification data.

NEW IN 2025-26

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations**. No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
- Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

NEW IN 2025-26

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23:** For LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), the row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this field **only in late June, after the California Department of Education publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator. An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.
- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. Prior year data must be entered for each year including historical years, even when the school is funded under LCFF. If "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section, school districts should enter in the ADA/FTE for the school, and select funding method, so the calculator can accurately project funding. NEW IN 2024-25

- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a): To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.**
- **Section (b): To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.**

- **In-Lieu of Property Taxes Results: The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.**

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

106906	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Bay Area Technology
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Bay Area Technology 2025-26 Charter Petition LCFF Calculator
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thechrongroup.com
10/1/2025	Projection Date	Phone:	619-787-3305

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click an mico-soft support link. How to hide additional years or columns

www.cde.ca.gov/schooldirectory/

DATA ONLY - NO CALCULATIONS

Bay Area Technology (106906)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
(1) UNIVERSAL ASSUMPTIONS											
Supplemental Grant %				**20.00%**	**20.00%**	**20.00%**	**20.00%**	**20.00%**	**20.00%**	**20.00%**	**20.00%**
Concentration Grant (>55% population)				**65.00%**	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*				**13.26%**	**8.22%**	**1.07%**	**2.30%**	**3.02%**	**3.42%**	**3.31%**	**3.24%**
Statutory COLA				**6.56%**	**8.22%**	**1.07%**	2.30%	3.02%	3.42%	3.31%	3.24%
Augmentation/(COLA Suspension)				**6.70%**	**0.00%**	**0.00%**	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)				**0.00%**	**0.00%**	**0.00%**	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor				**0.00%**	**0.00%**	**0.00%**	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (*2022-23 forward*)				$ 2,813	$ 3,044	$ 3,077	$ 5,545	$ 5,712	$ 5,907	$ 6,103	$ 6,301
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				**12.74780911%**	**21.98880689%**	**49.68656772%**	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				**12.84814107%**	**22.03836064%**	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ -					

https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp

Before entering data in the PY1 field (cell L23) refer to the Instructions Tab, row 25.

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list):

(a) TRANSFER OF IN-LIEU PROPERTY TAX — **Note:** Charter schools should contact sponsoring district(s) for in-lieu estimate — *Source: Charter School LCFF Calculation Exhibit*

I-4	**In-Lieu of Property Tax**			**1,016,294**	**1,029,601**	**865,683**	738,342	968,549	1,059,921	1,169,568	1,169,568

(b) UNDUPLICATED PUPIL PERCENTAGE (UPP) — *Source: Charter School Unduplicated Pupil Percentage Exhibit*

A-1, A-2, A-3	**Enrollment**	**353**	**339**	**349**	**309**	**255**	200	265	290	320	320
B-1, B-2, B-3	**Unduplicated Pupil Count**	**289**	**258**	**310**	**262**	**228**	179	237	259	286	313
	Single Year Unduplicated Pupil Percentage			88.83%	84.79%	89.41%	89.41%	89.41%	89.41%	89.41%	97.81%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage			82.32%	83.25%	87.62%	87.54%	89.41%	89.41%	89.41%	92.30%

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location — *Source: Charter School Unduplicated Pupil Percentage Exhibit*

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D-1	**Unduplicated Pupil Percentage (%)**			**77.95%**	**80.10%**	**81.41%**	81.41%	81.41%	81.41%	81.41%	81.41%
	Unduplicated Pupil Percentage: Supplemental Grant			82.32%	83.25%	87.62%	87.54%	89.41%	89.41%	89.41%	92.30%
	Unduplicated Pupil Percentage: Concentration Grant			77.95%	80.10%	81.41%	81.41%	81.41%	81.41%	81.41%	81.41%

(d) AVERAGE DAILY ATTENDANCE (ADA) — *Source: Charter School LCFF Calculation Exhibit*

ADA used for the Transitional Kindergarten Add-on ONLY:

G-4	**TK** (NEW beginning 2022-23)			-	-	-					

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter P2 Data - Note: Charter School ADA is always funded on current year

B-1	**Grades TK-3**			-	-	-					
B-2	**Grades 4-6**			**43.14**	**22.72**	**15.89**	20.11	37.20	37.20	41.85	41.85
B-3	**Grades 7-8**			**97.14**	**92.30**	**64.89**	40.87	60.45	74.40	83.70	83.70
B-4	**Grades 9-12**			**162.22**	**167.80**	**139.48**	126.88	148.80	158.10	172.05	172.05
	SUBTOTAL ADA			302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60
	RATIO: ADA to Enrollment			0.87	0.92	0.86	0.94	0.93	0.93	0.93	0.93

(e) OTHER LCFF ADJUSTMENTS — *Source: Charter School LCFF Calculation Exhibit*

Miscellaneous Adjustments (line N-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

N-2	Miscellaneous Adjustments			$ -	$ -	$ -					
J-4	Minimum State Aid Adjustments			$ -	$ -	$ -					

(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

(a) GENERAL QUESTIONS

	Is your district required to transfer in-lieu taxes to a charter school?	NO
	Does your district have a necessary small school?	NO

(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

	Did your district meet the requirements of funding?			YES	YES	YES	YES	YES	YES	YES	YES

(c) PROPERTY TAXES — *Source: School District Local Revenue Exhibit*

C-1	**Estimated Property Taxes (excluding RDA)**			$ -	$ -	$ -					
B-5	**Redevelopment Agency Local Revenue**			$ -	$ -	$ -					
	Less In-Lieu Property Tax Transfer			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Local Revenue			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

(d) OTHER LCFF ADJUSTMENTS — *Source: School District LCFF Calculation Exhibit*

If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.

N-2	**Miscellaneous Adjustments**			$ -	$ -	$ -					
J-5	**Minimum State Aid Adjustments**			$ -	$ -	$ -					

(e) UNDUPLICATED PUPIL PERCENTAGE — *Source: School District Unduplicated Pupil Percentage Exhibit*

A-1 / A-3	**District Enrollment**	-	-	-	-	-					
A-2 / A-4	**COE Enrollment**	-	-	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-	-	-
B-1 / B-3	**District Unduplicated Pupil Count**	-	-	-	-	-					
B-2 / B-4	**COE Unduplicated Pupil Count**	-	-	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-	-
	Single Year Unduplicated Pupil Percentage			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

(f) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on ONLY:

G-10	**TK** (Commencing in 2022-23)			-	-	-					

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.

	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)										
	Grades TK-3	-	-	-	-	-					
B-1, D-5	**Grades 4-6**	-	-	-	-	-					
	Grades 7-8	-	-	-	-	-					
	Grades 9-12	-	-	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)										
	Grades TK-3			-	-	-					
D-9, E-1	**Grades 4-6**			-	-	-					
	Grades 7-8			-	-	-					

Source: School District ADA Exhibit

District ADA funded on greater of current year or prior year or 3 prior year average

District ADA funded on current year Annual

LCFF CALCULATOR

106906	5 digit District code or 7 digit School code *(from the CDS code)*	LEA: Bay Area Technology
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title: Bay Area Technology 2025-26 Charter Petition LCFF Calculator
Charter	Projection Type	Created by: Cory Cavanah
		Email: cory@thechicgroup.com
10/1/2025	Projection Date	Phone: 619-787-3305

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click an mic(small) support link. How to hide unhide rows or columns

www.cde.ca.gov/schooldirectory/

DATA ONLY - NO CALCULATIONS

Bay Area Technology (106906)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
Grades 9-12				-	-	-					
TOTAL NPS-CDS (Annual)				-	-	-	-	-	-	-	-
District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary TI & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation)				-	-	-					
DISTRICT TOTAL				-	-	-	-	-	-	-	-
County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)											
Grades TK-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				-	-	-					
COUNTY TOTAL				-	-	-	-	-	-	-	-
RATIO: District ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
RATIO: County ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

E-2, E-3 — *COE operations funded on current year*

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter prior year ADA for students transferring into or out of district schools and **district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s).** NOTE: ***Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.**

Prior year	Source: Principal Apportionment Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2021-22 ADA shift reported in 2022-23 PAOC ADA report	2022-23 ADA shift reported in 2023-24 PAOC ADA report	2023-24 ADA shift reported in 2024-25 PAOC ADA report	2024-25 ADA shift reported in 2025-26 PAOC ADA report	2025-26 ADA shift reported in 2026-27 PAOC ADA report	2026-27 ADA shift reported in 2027-28 PAOC ADA report	2027-28 ADA shift reported in 2028-29 PAOC ADA report	2028-29 ADA shift reported in 2029-30 PAOC ADA report
Grades TK-3											
A-20 **Grades 4-6**	Prior year **Charter School Shift Decrease** of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year										
Grades 7-8											
Grades 9-12											
		-	-	-	-	-	-	-	-	-	-
Grades TK-3											
A-19 **Grades 4-6**	Prior year **Charter School Shift Increase** of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year										
Grades 7-8											
Grades 9-12											
		-	-	-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA		-	-	-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.

Source: School District Necessary Small Schools Allowance Exhibit

			2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
1	**NSS #1**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2	**NSS #2**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
3	**NSS #3**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
4	**NSS #4**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5	**NSS #5**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete either section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOL

Use this section to override the calculated in-lieu of property tax results.

	1. Clear the prepopulated number '1' from the box located to the right	1								
	2. Local calculation of total in-lieu property taxes									

LCFF CALCULATOR

106906	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Bay Area Technology
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Bay Area Technology 2025-26 Charter Petition LCFF Calculator
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thechicagogroup.com
10/1/2025	Projection Date	Phone:	619-787-3305

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click an microsoft support link. How to hide/unhide rows or columns

www.cde.ca.gov/schooldirectory/

DATA ONLY - NO CALCULATIONS

Bay Area Technology (106906)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)											
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.											
1 **Charter Name**											
Charter ADA by grade span											
Grades K-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				-	-	-					
Total ADA				-	-	-	-	-	-	-	-
2 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
3 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
4 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
5 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
6 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
7 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
8 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
9 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
10 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
11 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
12 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
13 **Charter Name**											
Charter ADA by grade span											
Grades K-3											

LCFF CALCULATOR

106906	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Bay Area Technology
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Bay Area Technology 2025-26 Charter Petition LCFF Calculator
Charter	Projection Type	Created by:	Cory Cavanah
		Email:	cory@thechicgroup.com
10/1/2025	Projection Date	Phone:	619-787-3305

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click an microsoft support link. How to hide multiple rows or columns

www.cde.ca.gov/schooldirectory/

DATA ONLY - NO CALCULATIONS

	Bay Area Technology (106906)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
14	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
15	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
16	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
17	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
18	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
19	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
20	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
21	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
22	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
23	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
24	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
25	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
26	**Charter Name**											
	Charter ADA by grade span											

LCFF CALCULATOR

106906	5 digit District code or 7 digit School code *(from the CDS code)*
NO	Is this calculation for a new charter school? (select from drop down list)
Charter	Projection Type
10/1/2025	Projection Date

LEA:	Bay Area Technology
Projection Title:	Bay Area Technology 2025-26 Charter Petition LCFF Calculator
Created by:	Cory Cavanah
Email:	cory@thechicgroup.com
Phone:	619-787-3305

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click an microsoft support link. How to hide/unhide rows or columns

www.cde.ca.gov/schooldirectory/

DATA ONLY - NO CALCULATIONS

Bay Area Technology (106906)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
27 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
28 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
29 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
30 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
31 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
32 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
33 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
34 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
35 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
36 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
37 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
38 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
39 Charter Name											

LCFF CALCULATOR

106906	5 digit District code or 7 digit School code *(from the CDS code)*	LEA: Bay Area Technology
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title: Bay Area Technology 2025-26 Charter Petition LCFF Calculator
Charter	Projection Type	Created by: Cory Cavanah
		Email: cory@thechicgroup.com
10/1/2025	Projection Date	Phone: 619-787-3305

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click an microsoft support link. How to hide/unhide rows or columns

www.cde.ca.gov/schooldirectory/

DATA ONLY - NO CALCULATIONS

	Bay Area Technology (106906)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
40	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
41	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
42	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
43	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
44	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
45	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
46	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
47	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
48	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
49	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-
50	**Charter Name**											
	Charter ADA by grade span											
	Grades K-3											
	Grades 4-6											
	Grades 7-8											
	Grades 9-12											
	Total ADA	-	-	-	-	-	-	-	-	-	-	-

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

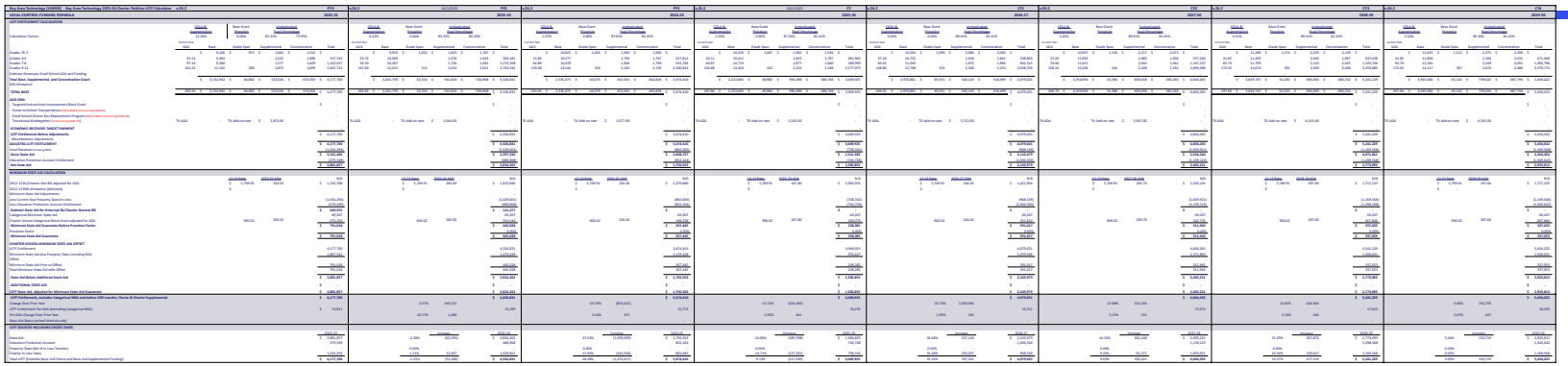
10/1/2025

DETAILED ADA CALCULATION	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-					
Grades 4-6	43.14	22.72	15.89	20.11	37.20	37.20	41.85	41.85
Grades 7-8	97.14	92.30	64.89	40.87	60.45	74.40	83.70	83.70
Grades 9-12	162.22	167.80	139.48	126.88	148.80	158.10	172.05	172.05
LCFF Subtotal	302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60
Change in LCFF ADA (excludes NSS ADA)	302.50 Increase	282.82 Increase	220.26 Increase	187.86 Increase	246.45 Increase	269.70 Increase	297.60 Increase	297.60 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	-	-	-					
Grades 4-6	43.14	22.72	15.89	20.11	37.20	37.20	41.85	41.85
Grades 7-8	97.14	92.30	64.89	40.87	60.45	74.40	83.70	83.70
Grades 9-12	162.22	167.80	139.48	126.88	148.80	158.10	172.05	172.05
Subtotal	302.50 *Current Year*	282.82 *Current Year*	220.26 *Current Year*	187.86 *Current Year*	246.45 *Current Year*	269.70 *Current Year*	297.60 *Current Year*	297.60 *Current Year*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA *(Current Year Only)*								
Grades TK-3	-	-	-					
Grades 4-6	43.14	22.72	15.89	20.11	37.20	37.20	41.85	41.85
Grades 7-8	97.14	92.30	64.89	40.87	60.45	74.40	83.70	83.70
Grades 9-12	162.22	167.80	139.48	126.88	148.80	158.10	172.05	172.05
Total Actual ADA	302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	43.14	22.72	15.89	20.11	37.20	37.20	41.85	41.85
Grades 7-8	97.14	92.30	64.89	40.87	60.45	74.40	83.70	83.70
Grades 9-12	162.22	167.80	139.48	126.88	148.80	158.10	172.05	172.05
Total Funded ADA	**302.50**	**282.82**	**220.26**	**187.86**	**246.45**	**269.70**	**297.60**	**297.60**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	-	-					

User Notes

Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how to hide unhide rows or columns

**See NSS Calculation tab for Funding Basis (based on CY, PY,or 3 PY Average)*



Bay Area Technology [1569282] - Bay Area Technology 2025-26 Charter Petition LCFF Calculator v.26.2 | FY25 | v.26.1 | 03/21/2025 | FY26 | v.26.2 | FY27 | v.26.3 | FY28 | v.26.2 | FY29 | v.26.2 | FY30

LOCAL CONTROL FUNDING FORMULA | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30

USER NOTES

LCFF ENTITLEMENT CALCULATION

Calculation Factors	2025-26 Supplemental: 0.45%	Base Grant: Duration: 0.00%	Grade Span: 80.20%	Supplemental: 77.95%	Concentration: 77.95%
	2025-26 Supplemental: 0.45%	Base Grant: Duration: 0.00%	Grade Span: 80.20%	Supplemental: 80.20%	Concentration: 80.20%
	2026-27 Supplemental: 0.45%	Base Grant: Duration: 0.00%	Grade Span: 47.62%	Supplemental: 80.45%	Concentration: 80.45%
	2027-28 Supplemental: 0.45%	Base Grant: Duration: 0.00%	Grade Span: 89.45%	Supplemental: 89.45%	Concentration: 89.45%
	2028-29 Supplemental: 0.45%	Base Grant: Duration: 62.50%	Grade Span: 89.45%	Supplemental: 89.45%	Concentration: 89.45%
	2029-30 Supplemental: 0.45%	Base Grant: Duration: 62.50%	Grade Span: 89.45%	Supplemental: 89.45%	Concentration: 89.45%

	2025-26						2026-27						2027-28						2028-29						2029-30					
	Undup %	Base	Grade Span	Supplemental	Concentration	Total	Undup %	Base	Grade Span	Supplemental	Concentration	Total	Undup %	Base	Grade Span	Supplemental	Concentration	Total	Undup %	Base	Grade Span	Supplemental	Concentration	Total	Undup %	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3		$ 9,166	$ 953	$ 1,606	$ 1,250	$ -		$ 63,205	$ 1,105	$ 1,582	$ 1,900	$ -		$ 63,566	$ 1,099	$ 2,286	$ 2,282	$ -		$ 61,881	$ 1,070	$ 2,209	$ 2,199	$ -		$ 61,881	$ 1,070	$ 2,209	$ 2,199	$ -
Grades 4-6	49.14	9,364		1,532	1,088	527,322	22.72	64,569		1,743	1,747	217,842	20.11	65,451		1,823	1,767	206,962	37.20	63,850		1,980	1,956	557,240	61.85	63,850		2,184	2,031	871,468
Grades 7-8	49.14	9,662		1,580	1,123	343,611	22.72	66,595		1,798	1,802	224,766	20.11	67,497		1,880	1,822	213,450	37.20	65,850		2,042	2,017	574,660	61.85	65,850		2,252	2,094	898,554
Grades 9-12	63.14	11,102	289	1,875	1,499	1,427,731	67.30	77,307	512	2,252	2,651	1,752,465	109.48	77,307	516	2,303	2,139	2,160,814	132.48	77,307	533	2,508	2,516	2,899,488	155.05	77,307	551	2,714	2,880	3,379,778
Subtotal Necessary Small School ADA and Funding																														
Total Basic, Supplemental, and Concentration Grant		$ 3,152,562	$ 46,880	$ 523,326	$ 474,930	$ 4,177,700		$ 5,301,759	$ 52,250	$ 741,243	$ 720,958	$ 6,816,211		$ 2,219,475	$ 46,076	$ 653,243	$ 663,818	$ 3,582,612		$ 2,219,183	$ 40,962	$ 591,498	$ 588,764	$ 3,440,406		$ 2,219,183	$ 41,059	$ 596,903	$ 598,662	$ 3,455,807
NSS Allowance																														
TOTAL BASE	102.56	$ 3,152,562	$ 46,880	$ 523,326	$ 474,930	$ 4,177,700	90.02	$ 5,301,759	$ 52,250	$ 741,243	$ 720,958	$ 6,816,211	129.58	$ 2,219,475	$ 46,076	$ 653,243	$ 663,818	$ 3,582,612	169.68	$ 2,219,183	$ 40,962	$ 591,498	$ 588,764	$ 3,440,406	216.90	$ 2,219,183	$ 41,059	$ 596,903	$ 598,662	$ 3,455,807
ADD-ONS																														
Targeted Instructional Improvement Block Grant						$ -						$ -						$ -						$ -						$ -
Home to School Transportation (prior year)						-						-						-						-						-
Transitional Kindergarten (Transitional Kindergarten added commencing 2025-26)						-						-						-						-						-
Transitional Kindergarten (Commencing 2025-26)	TK ADA	-	TK Add-on rate	$ 2,833.00		-	TK ADA	-	TK Add-on rate	$ 3,044.00		-	TK ADA	-	TK Add-on rate	$ 3,277.00		-	TK ADA	-	TK Add-on rate	$ 5,565.00		-	TK ADA	-	TK Add-on rate	$ 5,712.00		-	TK ADA	-	TK Add-on rate	$ 5,907.00		-	TK ADA	-	TK Add-on rate	$ 6,103.00		-	TK ADA	-	TK Add-on rate	$ 6,301.00		-
ECONOMIC RECOVERY TARGET PAYMENT																														
LCFF Entitlement Before Adjustments						$ 4,177,700						$ 4,316,211						$ 3,470,454						$ 3,649,564						$ 4,079,026						$ 4,264,205						$ 4,456,227
Miscellaneous Adjustments						-						-						-						-						-						-						-
LCFF ENTITLEMENT						$ 4,177,700						$ 4,316,211						$ 3,470,454						$ 3,649,564						$ 4,079,026						$ 4,264,205						$ 4,456,227
Local Revenue Limiting						$ (1,021,268)						$ (1,055,454)						$ (848,614)						$ (892,444)						$ (997,418)						$ (1,042,828)						$ (1,089,450)
Gross State Aid						$ 5,198,968						$ 5,371,665						$ 4,319,068						$ 4,542,008						$ 5,076,444						$ 5,307,033						$ 5,545,677
Education Protection Account Entitlement						$ (721,268)						$ (745,454)						$ (599,614)						$ (630,444)						$ (704,918)						$ (736,828)						$ (769,450)
Net State Aid						$ 4,477,700						$ 4,626,211						$ 3,719,454						$ 3,911,564						$ 4,371,526						$ 4,570,205						$ 4,776,227
MINIMUM STATE AID CALCULATION																														
2012-13 EL/Charter Gen BG adjusted for ADA	23-24 Data: 2023-24 ADA:				N/A		24-25 Data: 2024-25 ADA:				N/A		25-26 Data: 2025-26 ADA:				N/A		26-27 Data: 2026-27 ADA:				N/A		27-28 Data: 2027-28 ADA:				N/A		28-29 Data: 2028-29 ADA:				N/A		29-30 Data: 2029-30 ADA:				N/A
		$ 3,138.91	900.02		$ 1,741,398			$ 3,318.91	282.82		$ 1,033,240			$ 3,518.91	220.00		$ 1,270,000			$ 3,765.91	187.86		$ 1,060,950			$ 3,765.91	266.45		$ 1,451,994			$ 3,765.91	300.70		$ 1,701,145			$ 3,765.91	297.60		$ 1,717,225			$ 3,765.91	297.60		$ 1,717,225
2022-23 SGE Allowance (deficited)		$ -						$ -						$ -						$ -						$ -						$ -						$ -						$ -					
Minimum State Aid Adjustments																														
Less Current Year Property Taxes/In Lieu						(1,056,294)						(1,039,001)						(845,695)						(758,541)						(968,549)						(1,019,551)						(1,069,508)						(1,069,508)
Less Education Protection Account Entitlement						(721,268)						(745,454)						(599,614)						(630,444)						(704,918)						(736,828)						(769,450)						(769,450)
Minimum State Aid Guarantee Before Charter General BG						$ 3,419,836						$ 3,586,786						$ 3,119,760						$ 3,153,023						$ 3,402,977						$ 3,895,265						$ 3,878,267						$ 3,878,267
Categorical Minimum State Aid		900.02	363.53		651,207			900.02	282.82		508,247			900.02	220.24		396,436			900.02	187.86		338,150			900.02	266.45		480,000			900.02	269.70		485,456			900.02	297.60		535,872			900.02	297.60		535,872
Charter School Categorical Block Grant adjusted for ADA					651,207					508,247					396,436					338,150					480,000					485,456					535,872					535,872					535,872
Minimum State Aid Guarantee Before Proration Factor					$ 651,207					$ 508,247					$ 396,436					$ 338,150					$ 480,000					$ 485,456					$ 535,872					$ 535,872					$ 535,872
Proration Factor					0.0000					0.0000					0.0000					0.0000					0.0000					0.0000					0.0000					0.0000					0.0000
Minimum State Aid Guarantee					$ 651,207					$ 508,247					$ 396,436					$ 338,150					$ 480,000					$ 485,456					$ 535,872					$ 535,872					$ 535,872
CHARTER SCHOOL MINIMUM STATE AID OFFSET																														
LCFF Entitlement						$ 4,177,700						$ 4,316,211						$ 3,470,454						$ 3,649,564						$ 4,079,026						$ 4,264,205						$ 4,456,227
Minimum State Aid plus Property Taxes including NSS Offset						$ 3,121,432						$ 3,276,757						$ 2,625,840						$ 2,759,120						$ 3,074,508						$ 3,228,735						$ 3,386,719						$ 3,386,719
Offset						-						-						-						-						-						-						-						-						-
Minimum State Aid Prior to Offset						651,207						508,247						396,436						338,150						480,000						485,456						535,872						535,872						535,872
Total Minimum State Aid with Offset						651,207						508,247						396,436						338,150						480,000						485,456						535,872						535,872						535,872
State Aid Before Additional State Aid						$ 4,828,907						$ 4,824,458						$ 3,866,890						$ 3,987,714						$ 4,559,026						$ 4,749,691						$ 4,922,099						$ 4,922,099
ADDITIONAL STATE AID						$ -						$ -						$ -						$ -						$ -						$ -						$ -						$ -						$ -
Total State Aid, Including Minimum State Aid Guarantee						$ 4,828,907						$ 4,824,458						$ 3,866,890						$ 3,987,714						$ 4,559,026						$ 4,749,691						$ 4,922,099						$ 4,922,099
LCFF State Aid, Including Categorical Offset and Before EMR Transfer, Charter & Charter Supplemental						$ 4,177,700						$ 4,316,211						$ 3,470,454						$ 3,649,564						$ 4,079,026						$ 4,264,205						$ 4,456,227						$ 4,456,227
Change Over Prior Year					3.72%	149,151					(0.70%)	(852,424)					(12.22%)	(424,480)					10.74%	1,029,096					12.68%	525,244					13.85%	696,964					9.68%	592,793					9.68%	592,793
LCFF Entitlement Per ADA (excluding Categorical NSS)		$ 13,812			15,295						15,731						15,551						16,193						17,072						17,612						18,209						18,209					
Per-ADA Change Over Prior Year					10.75%	1,488					3.10%	475					2.92%	451					3.95%	566					5.35%	521					3.10%	540					3.67%	667					3.67%	667
Rate-Grid Rate (school districts only)																														
LCFF SOURCES INCLUDING FACES TAXES																														
State Aid	Gap: 100.00%		Increase			$ 4,828,907	Gap: 100.00%		Increase			$ 4,824,458	Gap: 100.00%		Increase			$ 3,866,890	Gap: 100.00%		Increase			$ 3,987,714	Gap: 100.00%		Increase			$ 4,559,026	Gap: 100.00%		Increase			$ 4,749,691	Gap: 100.00%		Increase			$ 4,922,099	Gap: 100.00%		Increase			$ 4,922,099
			2.39%	(90,349)					(0.10%)	(4,449)					(19.85%)	(957,568)					34.38%	120,824					14.33%	571,136					7.98%	372,665					3.67%	172,408					3.67%	172,408
Education Protection Account				279,549						480,958						453,164						794,759						1,066,560						1,189,123						1,298,568						1,348,662						1,348,662
Property Taxes Net of In-Lieu Transfers					0.00%					0.00%					0.00%					0.00%					0.00%					0.00%					0.00%					0.00%					0.00%			
Charter In-Lieu Taxes				1,210,296	5.15%	59,307				1,269,603	(0.10%)	(1,423,913)				845,690	(17.55%)	(177,941)				667,749	(16.73%)	(157,441)				510,308	16.49%	216,207				726,515	16.49%	268,663				995,178	16.49%	328,921				1,324,099	16.49%	328,921				1,653,020
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		$ 4,177,700			5.15%	216,088				$ 4,393,788	(0.10%)	$ (1,423,913)				$ 2,969,875	(16.73%)	$ (497,185)				$ 2,472,690	(15.16%)	$ (318,053)				$ 2,154,637	16.49%	$ 816,330				$ 2,970,967	16.49%	$ 1,041,426				$ 4,012,393	16.49%	$ 1,041,426				$ 5,053,819	16.49%	$ 1,041,426				$ 6,095,245

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

10/1/25

EDUCATION PROTECTION ACCOUNT

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how to hide/unhide rows or columns

		CDE P-2 Certification* 2022-23	**Calculated* 2022-23**	CDE P-2 Certification* 2023-24	**Calculated* 2023-24**	CDE P-2 Certification* 2024-25	**Calculated* 2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT												
A-1	Total ADA for EPA Minimum	305.14	302.50	282.82	282.82	220.26	220.26	187.86	246.45	269.70	297.60	297.60
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 61,028	$ *60,500*	$ 56,564	$ 56,564	$ 44,052	$ 44,052	$ 37,572	$ 49,290	$ 53,940	$ 59,520	$ 59,520
EPA PROPORTIONATE SHARE CAP												
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)		$ 7,130.48		$ 7,716.61	$ 7,799.18	$ 7,799.18	$ 7,978.56	$ 8,219.51	$ 8,500.62	$ 8,781.99	$ 9,067
B4, B8	Current Year Funded ADA, excluding NSS		302.50		282.82	-	220.26	187.86	246.45	269.70	297.60	297.60
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)		-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS		302.50		282.82	-	220.26	187.86	246.45	269.70	297.60	297.60
B9=B13	*Adjusted Total Revenue Limit*		*$ 2,156,970*		*$ 2,182,412*	$ -	*$ 1,717,847*	*$ 1,498,852*	*$ 2,025,698*	*$ 2,292,617*	*$ 2,613,520*	*$ 2,698,199*
B10,B14	*Current Year Adjusted NSS Allowance*		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 2,175,795*	$ 2,156,970	*$ 2,182,412*	$ 2,182,412	$ 1,717,847	$ 1,717,847	$ 1,498,852	$ 2,025,698	$ 2,292,617	$ 2,613,520	$ 2,698,199
B-17	Local Revenue/In-Lieu of Property Taxes	*$ 1,025,475*	$ 1,016,294	$ 1,045,509	$ 1,029,601	$ 865,683	$ 865,683	$ 738,342	$ 968,549	$ 1,059,921	$ 1,169,568	$ 1,169,568
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	*$ 1,150,320*	$ *1,140,676*	$ 1,136,903	$ 1,152,811	$ 852,164	$ 852,164	$ 760,510	$ 1,057,150	$ 1,232,696	$ 1,443,952	$ 1,528,631
EPA PROPORTIONATE SHARE												
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 2,175,795*	$ 2,156,970	*$ 2,182,412*	$ 2,182,412	$ 1,717,847	$ 1,717,847	$ 1,498,852	$ 2,025,698	$ 2,292,617	$ 2,613,520	$ 2,698,199
C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***	12.74780911%		21.98880689%		49.68656772%		49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
C-3	EPA Proportionate Share (C-1 * C-2)	*$ 277,366*	$ *277,131*	$ 479,886	*$ 480,968*	$ 853,539	*$ 853,539*	$ 744,728	$ 1,006,500	$ 1,139,123	$ 1,298,568	$ 1,340,642
EPA ENTITLEMENT												
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	*$ 277,366*	$ *277,131*	$ 479,886	$ 480,968	$ 852,164	$ 852,164	$ 744,728	$ 1,006,500	$ 1,139,123	$ 1,298,568	$ 1,340,642
D-2	Miscellaneous Adjustments**	*$ -*	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
D-3	Adjusted EPA Entitlement (D-1 + D-2)		*277,131*	479,886	480,968	852,164	852,164	744,728	1,006,500	1,139,123	1,298,568	1,340,642
D-4	Prior Year Annual Adjustment	*$ 180,496*	*180,496*	*$ 2,183*	*2,183*	*$ 1,082*	*1,082*	-				
D-5	P2 Entitlement Net of PY Adjustment	*$ 457,862*	*457,627*	*$ 482,069*	*483,151*	$ 853,246	*853,246*	744,728	1,006,500	1,139,123	1,298,568	1,340,642
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	12.84814107%	12.84814107%	22.03836064%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	*$ 279,549*		*$ 480,968*		*$ 852,164*		*744,728*	*1,006,500*	*1,139,123*	*1,298,568*	*1,340,642*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals or budget adjustments. Enter accrual information on Data Entry tab.*

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

10/1/2025

User Notes

Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how to hide unhide rows or columns

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
General Assumptions								
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	349	309	255	200	265	290	320	320
Unduplicated Pupil Count (UPC)	310	262	228	179	237	259	286	313
Unduplicated Pupil Percentage (UPP)	82.32%	83.25%	87.62%	87.54%	89.41%	89.41%	89.41%	92.30%
Current Year LCFF Average Daily Attendance (ADA)	302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60
Funded LCFF ADA	302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$ 3,132,942	$ 3,201,759	$ 2,535,475	$ 2,223,681	$ 2,970,861	$ 3,354,956	$ 3,819,747	$ 3,943,466
Grade Span Adjustment	46,882	52,354	44,076	40,982	49,551	54,386	61,250	63,142
Adjusted Base Grant	$ 3,179,824	$ 3,254,113	$ 2,579,551	$ 2,264,663	$ 3,020,412	$ 3,409,342	$ 3,880,997	$ 4,006,608
Supplemental Grant	523,526	541,810	452,041	396,498	540,110	609,658	694,000	739,620
Concentration Grant	474,350	530,908	442,818	388,764	518,499	585,265	666,232	687,794
Total Base, Supplemental and Concentration Grant	$ 4,177,700	$ 4,326,831	$ 3,474,410	$ 3,049,925	$ 4,079,021	$ 4,604,265	$ 5,241,229	$ 5,434,022
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total Allowance and Add-On Amounts	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 4,177,700**	**$ 4,326,831**	**$ 3,474,410**	**$ 3,049,925**	**$ 4,079,021**	**$ 4,604,265**	**$ 5,241,229**	**$ 5,434,022**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 4,177,700**	**$ 4,326,831**	**$ 3,474,410**	**$ 3,049,925**	**$ 4,079,021**	**$ 4,604,265**	**$ 5,241,229**	**$ 5,434,022**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 13,811	$ 15,299	$ 15,774	$ 16,235	$ 16,551	$ 17,072	$ 17,612	$ 18,259
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	4,177,700	4,326,831	3,474,410	3,049,925	4,079,021	4,604,265	5,241,229	5,434,022
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *1,016,294*	$ *1,029,601*	$ *865,683*	$ *738,342*	$ 968,549	$ *1,059,921*	$ *1,169,568*	$ *1,169,568*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 279,549	$ 480,968	$ 852,164	$ 744,728	$ 1,006,500	$ 1,139,123	$ 1,298,568	$ 1,340,642
Net State Aid *(excludes Additional State Aid)*	$ 2,881,857	$ 2,816,262	$ 1,756,563	$ 1,566,855	$ 2,103,973	$ 2,405,221	$ 2,773,093	$ 2,923,812
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 4,177,700**	**$ 4,326,831**	**$ 3,474,410**	**$ 3,049,925**	**$ 4,079,021**	**$ 4,604,265**	**$ 5,241,229**	**$ 5,434,022**
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 2,881,857	$ 2,816,262	$ 1,756,563	$ 1,566,855	$ 2,103,973	$ 2,405,221	$ 2,773,093	$ 2,923,812
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 277,131	$ 480,968	$ 852,164	$ 744,728	$ 1,006,500	$ 1,139,123	$ 1,298,568	$ 1,340,642
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 180,496	$ 2,183	$ 1,082	$ -				
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	1,016,294	1,029,601	865,683	738,342	968,549	1,059,921	1,169,568	1,169,568
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 4,177,700	$ 4,326,831	$ 3,474,410	$ 3,049,925	$ 4,079,021	$ 4,604,265	$ 5,241,229	$ 5,434,022
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 4,177,700	$ 4,326,831	$ 3,474,410	$ 3,049,925	$ 4,079,021	$ 4,604,265	$ 5,241,229	$ 5,434,022
LCAP Percentage to Increase or Improve Services Calculation								

background color on rows 63-66 can be removed to see calculation if needed

Base Grant (*Excludes add-ons for TIIG & Transportation*)	$ 3,179,824	$ 3,254,113	$ 2,579,551	$ 2,264,663	$ 3,020,412	$ 3,409,342	$ 3,880,997	$ 4,006,608
Supplemental and Concentration Grant funding in the LCAP year	$ 997,876	$ 1,072,718	$ 894,859	$ 785,262	$ 1,058,609	$ 1,194,923	$ 1,360,232	$ 1,427,414
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 109,465	$ 123,513	$ 102,189	$ 89,715	$ 119,653	$ 135,061	$ 153,747	$ 158,721
Percentage to Increase or Improve Services	31.38%	31.38%	34.69%	34.67%	35.05%	35.05%	35.05%	35.63%
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 13,294.49	$ 14,561.00	$ 14,907.54	$ 15,249.19	$ 15,753.41	$ 16,290.90	$ 16,831.09	$ 17,451.06
Grades 4-6	$ 12,223.73	$ 13,388.25	$ 13,707.45	$ 14,020.96	$ 14,483.95	$ 14,979.58	$ 15,475.21	$ 16,044.61
Grades 7-8	$ 12,586.35	$ 13,784.48	$ 14,112.87	$ 14,435.76	$ 14,913.41	$ 15,423.89	$ 15,934.37	$ 16,520.66
Grades 9-12	$ 14,965.67	$ 16,390.60	$ 16,782.44	$ 17,165.61	$ 17,733.22	$ 18,339.59	$ 18,947.30	$ 19,644.14
Base Grants								

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator	10/1/2025							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,566	$ 10,927	$ 11,289	$ 11,655
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,725	$ 11,092	$ 11,459	$ 11,830
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 11,043	$ 11,421	$ 11,799	$ 12,181
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,798	$ 13,236	$ 13,674	$ 14,117
Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,099	$ 1,136	$ 1,174	$ 1,212
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 333	$ 344	$ 356	$ 367
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,119	$ 10,951	$ 11,068	$ 11,323	$ 11,665	$ 12,063	$ 12,463	$ 12,867
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,725	$ 11,092	$ 11,459	$ 11,830
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 11,043	$ 11,421	$ 11,799	$ 12,181
Grades 9-12	$ 11,391	$ 12,327	$ 12,460	$ 12,746	$ 13,131	$ 13,580	$ 14,030	$ 14,484
Prorated Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,566	$ 10,927	$ 11,289	$ 11,655
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,725	$ 11,092	$ 11,459	$ 11,830
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 11,043	$ 11,421	$ 11,799	$ 12,181
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,798	$ 13,236	$ 13,674	$ 14,117
Prorated Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,099	$ 1,136	$ 1,174	$ 1,212
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 333	$ 344	$ 356	$ 367
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,024	$ 2,190	$ 2,214	$ 2,265	$ 2,333	$ 2,413	$ 2,493	$ 2,573
Grades 4-6	$ 1,861	$ 2,014	$ 2,035	$ 2,082	$ 2,145	$ 2,218	$ 2,292	$ 2,366
Grades 7-8	$ 1,916	$ 2,073	$ 2,096	$ 2,144	$ 2,209	$ 2,284	$ 2,360	$ 2,436
Grades 9-12	$ 2,278	$ 2,465	$ 2,492	$ 2,549	$ 2,626	$ 2,716	$ 2,806	$ 2,897
Actual - 1.00 ADA, Local UPP as follows:	*82.32%*	*83.25%*	*87.62%*	*87.54%*	*89.41%*	*89.41%*	*89.41%*	*92.30%*
Grades TK-3	$ 1,666	$ 1,823	$ 1,940	$ 1,982	$ 2,086	$ 2,157	$ 2,229	$ 2,375
Grades 4-6	$ 1,532	$ 1,676	$ 1,783	$ 1,823	$ 1,918	$ 1,983	$ 2,049	$ 2,184
Grades 7-8	$ 1,577	$ 1,726	$ 1,836	$ 1,877	$ 1,975	$ 2,042	$ 2,110	$ 2,249
Grades 9-12	$ 1,875	$ 2,052	$ 2,183	$ 2,232	$ 2,348	$ 2,428	$ 2,509	$ 2,674
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 6,577	$ 7,118	$ 7,194	$ 7,360	$ 7,582	$ 7,841	$ 8,101	$ 8,364
Grades 4-6	$ 6,048	$ 6,545	$ 6,615	$ 6,767	$ 6,971	$ 7,210	$ 7,448	$ 7,690
Grades 7-8	$ 6,227	$ 6,739	$ 6,811	$ 6,967	$ 7,178	$ 7,424	$ 7,669	$ 7,918
Grades 9-12	$ 7,404	$ 8,013	$ 8,099	$ 8,285	$ 8,535	$ 8,827	$ 9,120	$ 9,415
Actual - 1.00 ADA, Local UPP >55% as follows:	*22.9500%*	*25.1000%*	*26.4100%*	*26.4100%*	*26.4100%*	*26.4100%*	*26.4100%*	*26.4100%*
Grades TK-3	$ 1,510	$ 1,787	$ 1,900	$ 1,944	$ 2,002	$ 2,071	$ 2,139	$ 2,209
Grades 4-6	$ 1,388	$ 1,643	$ 1,747	$ 1,787	$ 1,841	$ 1,904	$ 1,967	$ 2,031
Grades 7-8	$ 1,429	$ 1,691	$ 1,799	$ 1,840	$ 1,896	$ 1,961	$ 2,025	$ 2,091
Grades 9-12	$ 1,699	$ 2,011	$ 2,139	$ 2,188	$ 2,254	$ 2,331	$ 2,408	$ 2,486

User Notes

Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how to hide unhide rows or columns

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Local Property Taxes (w/out RDA)	$ -	$ -	$ -					
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

NOTE: Data pulls in funded ADA from ADA tab
NOTE: Data pulls from the Data Entry tab if no data is entered ADA will pull from certified data.

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
10		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
11		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
12		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
13		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
14		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
15		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
16		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
17		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
18		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
19		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
20		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
21		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
22		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
23		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
24		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
25		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
26		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
27		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

USER NOTES

		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
28		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
29		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
30		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
31		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
32		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
33		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
34		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
35		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
36		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
37		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
38		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
39		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
40		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
41		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
42		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
43		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
44		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
45		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
46		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
47		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
48		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
49		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
50		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	ADA	-	-	-	-	-	-	-	-
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES	2022-23		12/13 deficited rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	559,653
High School			
1 - 19	1	208,964	113,566
1 - 19	2	297,931	227,133
1 - 19	3	661,802	504,455
20 - 38	4	810,767	618,021
39 - 57	5	959,733	731,588
58 - 71	6	1,108,698	845,154
72 - 86	7	1,257,664	958,720
87 - 100	8	1,406,629	1,072,287
101 - 114	9	1,555,595	1,185,853
115 - 129	10	1,704,560	1,299,419
130 - 143	11	1,853,526	1,412,986
144 - 171	12	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	1,867,251
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA	2022-23	6.56%
Proration Factor		0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	1,666	1,510
Grades 4-6	9,304	-	1,532	1,388
Grades 7-8	9,580	-	1,577	1,429
Grades 9-12	11,102	289	1,875	1,699

ADA & NSS FTE — 2022-23

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2019-20	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
Second PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
PRIOR YEAR ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using 3 PY average		-	-	-	-	-
	NSS Add-on using 3 PY average		-	-	-	-	-
	Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding		-	-	-	-	-
	NSS ADA	Grades TK-3	-	-	-	-	-
		Grades 4-6	-	-	-	-	-
		Grades 7-8	-	-	-	-	-
		Grades 9-12	-	-	-	-	-
		Total	-	-	-	-	-
	NSS allowance Level		-	-	-	-	-

2022-23

Funded P2 NSS ADA and NSS Allowances (2022-23)			NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance								
Third Prior Year		2019-20						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2020-21						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Prior Year		2021-22						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Current Year		2022-23						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**		-	-	-	-	-	-
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,166	953	-	-	-
Grades 4-6	-	9,304	-	-	-	-
Grades 7-8	-	9,580	-	-	-	-
Grades 9-12	-	11,102	289	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2023-24		12/13 deficited rate
ADA	Level / # FTE	Allowance	
	Elementary		
1 - 24	1	268,348	151,414
25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
	High School		
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA	2023-24	8.22%
Proration Factor		0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	1,823	1,787
Grades 4-6	10,069	-	1,676	1,643
Grades 7-8	10,367	-	1,726	1,691

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2022-23 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	updated form
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten (Commencing 2022-23)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	updated form
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	updated sum
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2022-23 RESULTS			
Max funding is:	**69,207**	**LCFF ADA:**	-
		Funded NSS ADA:	-
Best option is:	**1**	**District ADA:**	-

2023-24 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																

87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

Grades 9-12	12,015	312	2,052	2,011

ADA & NSS FTE — 2023-24

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

2023-24

Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
202 NSS Allowance							
Third Prior Year	2020-21						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2021-22						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2022-23						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	NSS allowance Level	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	9,919	1,032	-	-	-
Grades 4-6	-	10,069	-	-	-	-
Grades 7-8	-	10,367	-	-	-	-
Grades 9-12	-	12,015	312	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2024-25		12/13 deficited rate (adj. for COLA)
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
High School			
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,538,542	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2024-25 1.07%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	1,940	1,900
Grades 4-6	10,177	-	1,783	1,747
Grades 7-8	10,478	-	1,836	1,799
Grades 9-12	12,144	316	2,183	2,139

ADA & NSS FTE — 2024-25

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	

Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten (Commencing 2022-23)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2023-24 RESULTS				
	Max funding is:	69,207	LCFF ADA:	-
			Funded NSS ADA:	-
	Best option is:	1	District ADA:	-

2024-25 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using 3 PY average		-	-	-	-	-
	NSS Add-on using 3 PY average		-	-	-	-	-
	Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding		-	-	-	-	-
	NSS ADA	Grades TK-3	-	-	-	-	-
		Grades 4-6	-	-	-	-	-
		Grades 7-8	-	-	-	-	-
		Grades 9-12	-	-	-	-	-
		Total	-	-	-	-	-
	NSS allowance Level		-	-	-	-	-

			2024-25					
Funded P2 NSS ADA and NSS Allowances			NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			LCFF	LCFF	LCFF	LCFF	LCFF	
202 **NSS Allowance**								
Third Prior Year		2021-22						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2022-23						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Prior Year		2023-24						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Current Year		2024-25						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**		-	-	-	-	-	
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,025	1,043	-	-	-
Grades 4-6	-	10,177	-	-	-	-
Grades 7-8	-	10,478	-	-	-	-
Grades 9-12	-	12,144	316	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	**2025-26**		**12/13 def. rate + COLA for EPA**
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,539	626,216
	High School		
1 - 19	1	233,818	127,073
1 - 19	2	333,366	254,147
1 - 19	3	740,514	564,453
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 71	6	1,240,562	945,673
72 - 86	7	1,407,246	1,072,747
87 - 100	8	1,573,928	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA	2025-26	2.30%
Proration Factor		0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	1,982	1,944
Grades 4-6	10,411	-	1,823	1,787
Grades 7-8	10,719	-	1,877	1,840
Grades 9-12	12,423	323	2,232	2,188

ADA & NSS FTE				**2025-26**				
		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2025-26	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten (*Commencing 2022-23*)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2024-25 RESULTS				
	Max funding is:	**69,207**	**LCFF ADA:**	-
			Funded NSS ADA:	-
	Best option is:	**1**	**District ADA:**	-

2025-26 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2025-26		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Funded P2 NSS ADA and NSS Allowances							
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
202 **NSS Allowance**							
Third Prior Year	2022-23						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2023-24						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2024-25						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2025-26						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-		-	-	

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates Base	Rates Grade Span	Amounts Base	Amounts Grade Span	Total
Grades TK-3	-	10,256	1,067	-	-	-
Grades 4-6	-	10,411	-	-	-	-
Grades 7-8	-	10,719	-	-	-	-
Grades 9-12	-	12,423	323	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2026-27		12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
	Elementary		
1 - 24	1	285,836	161,282
25 - 48	2	565,654	322,565
49 - 72	3	845,718	483,846
73 - 96	4	1,125,534	645,128
	High School		
1 - 19	1	240,879	130,911
1 - 19	2	343,434	261,822
1 - 19	3	762,878	581,499
20 - 38	4	934,593	712,409
39 - 57	5	1,106,311	843,323
58 - 71	6	1,278,027	974,232
72 - 86	7	1,449,745	1,105,144
87 - 100	8	1,621,461	1,236,056
101 - 114	9	1,793,178	1,366,966
115 - 129	10	1,964,894	1,497,877
130 - 143	11	2,136,612	1,628,788
144 - 171	12	2,308,330	1,759,700
172 - 210	13	2,763,898	1,890,611
211 - 248	14	3,262,913	2,021,522
249 - 286	15	3,761,937	2,152,433
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA	2026-27	3.02%
Proration Factor		0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,566	1,099	2,086	2,002
Grades 4-6	10,725	-	1,918	1,841
Grades 7-8	11,043	-	1,975	1,896
Grades 9-12	12,798	333	2,348	2,254

ADA & NSS FTE	2026-27	DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2026-27	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-

Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2025-26 RESULTS			
Max funding is:	**69,207**	**LCFF ADA:**	-
		Funded NSS ADA:	-
Best option is:	**1**	**District ADA:**	-

2026-27 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances			2026-27 NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			LCFF	LCFF	LCFF	LCFF	LCFF	
202 NSS Allowance								
Third Prior Year		2023-24						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2024-25						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Prior Year		2025-26						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Current Year		2026-27						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-
Funded	NSS allowance Level		-	-	-	-	-	
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
	NSS Allowances		-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates Base	Grade Span	Amounts Base	Grade Span	Total
Grades TK-3	-	10,566	1,099	-	-	-
Grades 4-6	-	10,725	-	-	-	-
Grades 7-8	-	11,043	-	-	-	-
Grades 9-12	-	12,798	333	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES ADA	2027-28 Level / # FTE	Allowance	12/13 def. rate + COLA for EPA
	Elementary		
1 - 24	1	295,612	166,798
25 - 48	2	584,999	333,597
49 - 72	3	874,642	500,394
73 - 96	4	1,164,027	667,191
	High School		
1 - 19	1	249,117	135,388
1 - 19	2	355,179	270,776
1 - 19	3	788,968	601,386
20 - 38	4	966,556	736,773
39 - 57	5	1,144,147	872,165
58 - 71	6	1,321,736	1,007,551
72 - 86	7	1,499,326	1,142,940
87 - 100	8	1,676,915	1,278,329
101 - 114	9	1,854,505	1,413,716
115 - 129	10	2,032,093	1,549,104
130 - 143	11	2,209,684	1,684,493
144 - 171	12	2,387,275	1,819,882
172 - 210	13	2,858,423	1,955,270
211 - 248	14	3,374,505	2,090,658
249 - 286	15	3,890,595	2,226,046
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2027-28 3.42%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,927	1,136	2,157	2,071
Grades 4-6	11,092	-	1,983	1,904
Grades 7-8	11,421	-	2,042	1,961
Grades 9-12	13,236	344	2,428	2,331

ADA & NSS FTE			DISTRICT	2027-28 NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)									
2024-25	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	Third PRIOR YEAR ADA		-	-	-	-	-	-	
Third PY NUMBER OF FTE				-	-	-	-	-	
Second PY ADA (net of charter shift)									
2025-26	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	Second PRIOR YEAR ADA		-	-	-	-	-	-	
Second PY NUMBER OF FTE				-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)									
2026-27	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	PRIOR YEAR ADA		-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE				-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)									
	Grades TK-3		-	-	-	-	-	-	
	Grades 4-6		-	-	-	-	-	-	
	Grades 7-8		-	-	-	-	-	-	
	Grades 9-12		-	-	-	-	-	-	
	3 PY AVERAGE ADA		-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE				-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)									
2027-28	Grades TK-3			-	-	-	-	-	-
	Grades 4-6			-	-	-	-	-	-
	Grades 7-8			-	-	-	-	-	-
	Grades 9-12			-	-	-	-	-	-
	CURRENT YEAR ADA		-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE				-	-	-	-	-	

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using 3 PY average		-	-	-	-	-
	NSS Add-on using 3 PY average		-	-	-	-	-
	Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding		-	-	-	-	-
	NSS ADA	Grades TK-3	-	-	-	-	-
		Grades 4-6	-	-	-	-	-
		Grades 7-8	-	-	-	-	-
		Grades 9-12	-	-	-	-	-
		Total	-	-	-	-	-
	NSS allowance Level		-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances			2027-28 NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:			LCFF	LCFF	LCFF	LCFF	LCFF	
202 NSS Allowance								
Third Prior Year		2024-25						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	P2 NSS ADA		-	-	-	-	-	-
Second Prior Year		2025-26						
	NSS ADA							
	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2026-27 RESULTS				
	Max funding is:	69,207	LCFF ADA:	-
			Funded NSS ADA:	-
	Best option is:	1	District ADA:	-

2027-28 COMPARISON OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	Total
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2027-28						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	NSS allowance Level	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	10,927	1,136	-	-	-
Grades 4-6	-	11,092	-	-	-	-
Grades 7-8	-	11,421	-	-	-	-
Grades 9-12	-	13,236	344	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES 2028-29			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	305,397	172,319
25 - 48	2	604,362	344,639
49 - 72	3	903,593	516,957
73 - 96	4	1,202,556	689,275
High School			
1 - 19	1	257,363	139,869
1 - 19	2	366,935	279,739
1 - 19	3	815,083	621,292
20 - 38	4	998,549	761,160
39 - 57	5	1,182,018	901,034
58 - 71	6	1,365,485	1,040,901
72 - 86	7	1,548,954	1,180,771
87 - 100	8	1,732,421	1,320,642
101 - 114	9	1,915,889	1,460,510
115 - 129	10	2,099,355	1,600,379
130 - 143	11	2,282,825	1,740,250
144 - 171	12	2,466,294	1,880,120
172 - 210	13	2,953,037	2,019,989
211 - 248	14	3,486,201	2,159,859
249 - 286	15	4,019,374	2,299,728
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2028-29 3.31%
Proration Factor 0.00%

LCFF Rates per ADA	Base	Gr Span	Supp	Concen
Grades TK-3	11,289	1,174	2,229	2,139
Grades 4-6	11,459	-	2,049	1,967
Grades 7-8	11,799	-	2,110	2,025
Grades 9-12	13,674	356	2,509	2,408

ADA & NSS FTE	2028-29	DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2028-29	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS			Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using PY		-	-	-	-	-
	NSS Add-on using PY		-	-	-	-	-
	Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using 3 PY average		-	-	-	-	-
	NSS Add-on using 3 PY average		-	-	-	-	-
	Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year							
	NSS allowance level		-	-	-	-	-
	NSS Allowance using CY		-	-	-	-	-
	NSS Add-on using CY		-	-	-	-	-
	Total NSS Allowance using CY		-	-	-	-	-
	NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding		-	-	-	-	-
	NSS ADA	Grades TK-3	-	-	-	-	-
		Grades 4-6	-	-	-	-	-
		Grades 7-8	-	-	-	-	-
		Grades 9-12	-	-	-	-	-
		Total	-	-	-	-	-
	NSS allowance Level		-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances	2028-29	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
202 NSS Allowance							
Third Prior Year	2025-26						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2027-28						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2028-29						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	NSS allowance Level	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2027-28 RESULTS				
	Max funding is:	69,207	LCFF ADA:	-
			Funded NSS ADA:	-
	Best option is:	1	District ADA:	-

2028-29 COMPARISON																																
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Minimum State Aid																																
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																
Local Property Taxes (excluding RDA)																																
Redevelopment Agency Local Revenue																																
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Alternative Calculation																																
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

2028-29 RESULTS				
	Max funding is:	69,207	LCFF ADA:	-
			Funded NSS ADA:	-
	Best option is:	1	District ADA:	-

	NSS Allowances	-	-	-	-	-	-	-
Exclude: LCFF Adjusted Base Funding for NSS ADA		NSS ADA	Rates		Amounts			Total
			Base	Grade Span	Base	Grade Span		
	Grades TK-3	-	11,289	1,174	-	-		-
	Grades 4-6	-	11,459	-	-	-		-
	Grades 7-8	-	11,799	-	-	-		-
	Grades 9-12	-	13,674	356	-	-		-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA		-	-	-	-	-		-
Adjusted NSS Allowance (Deficited) for EPA		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
Funding at 12-13 levels (deficited)								
NSS Allowances								-
NSS Add-on								
NSS Add-on per ADA		-	-	-	-	-		
Funded ADA		-	-	-	-	-		
NSS Add-on		-	-	-	-	-		-
TOTAL Adjusted NSS Allowance (Deficited) for EPA								-

66TSS ADA	2029-30 Level / # FTE	Allowance	11/14 incl. ratio + COLA for LTFF
	Elementary		
1 - 24	1	315,292	177,902
25 - 48	2	623,943	355,805
49 - 72	3	932,869	533,706
73 - 96	4	1,241,519	711,606
	High School		
1 - 19	1	260,702	166,605
1 - 19	2	378,824	268,803
1 - 19	3	841,492	641,422
20 - 38	4	1,030,902	785,822
39 - 57	5	1,220,315	930,226
58 - 75	6	1,408,727	1,074,626
72 - 96	7	1,599,140	1,219,026
97 - 100	8	1,788,551	1,363,431
101 - 114	9	1,977,964	1,507,831
115 - 129	10	2,167,376	1,652,231
130 - 143	11	2,356,789	1,796,634
144 - 171	12	2,546,202	1,941,036
172 - 200	13	3,068,715	2,085,437
211 - 248	14	3,599,154	2,229,838
249 - 286	15	4,149,602	2,374,239
		-	-
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42280). For high schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42280). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2029-30 3.26%
Promotion Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,665	1,212	2,371	2,209
Grades 4-6	11,833	-	2,184	2,034
Grades 7-8	12,181	-	2,389	2,091
Grades 9-12	13,117	367	2,674	2,486

ADA & NSS FTE		DISTRICT	2029-30 NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & CDE operated
Third PY ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE								
Second PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE								
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE								
CURRENT YEAR ADA (before charter shift)								
2029-30	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	CURRENT YEAR ADA	-	-	-	-	-	-	
CURRENT YEAR NUMBER OF FTE								

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded at NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

		2029-30					
Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected Funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
P2 NSS Allowance							
Third Prior Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2027-28						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2028-29						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2029-30						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA		NSS ADA	Rates		Amounts			Total
			Base	Grade Span	Base	Grade Span		
	Grades TK-3	-	11,665	1,212	-	-		-
	Grades 4-6	-	11,833	-	-	-		-
	Grades 7-8	-	12,181	-	-	-		-
	Grades 9-12	-	13,117	367	-	-		-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA		-	-	-	-	-		-
Adjusted NSS Allowance (Deficited) for EPA		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		-
Funding at 12-13 levels (deficited)								
NSS Allowances								-
NSS Add-on								
NSS Add-on per ADA		-	-	-	-	-		
Funded ADA		-	-	-	-	-		
NSS Add-on		-	-	-	-	-		-
TOTAL Adjusted NSS Allowance (Deficited) for EPA								-

2029-30 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & CDE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & CDE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT Before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF MINIMUM STATE AID																																
LCFF Funding																																
Local Revenue																																
State Aid before Minimum State Aid																																
Minimum State Aid																																
12-13 Adj RL per ADA * CY Funded ADA (incl NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu-to-charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu-to-charters - LCFF Funding per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu-to-charters - Alternative Calculation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal RL & NSS State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Categorical funding from 2012-13	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Minimum State Aid Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
Additional State Aid to Meet the Minimum Guarantee	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
TOTAL LCFF ENTITLEMENT	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**	**69,207**

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2029-30 REVISITS	**Max funding is:**	**69,207**			**LCFF ADA:**	-																										
					Funded NSS ADA:	-																												
	Best option is:	**1**			**District ADA:**	-																										

Bay Area Technology (106906) - Bay Area Technology 2025-26 Charter Petition LCFF Calculator

Charts and Graphs

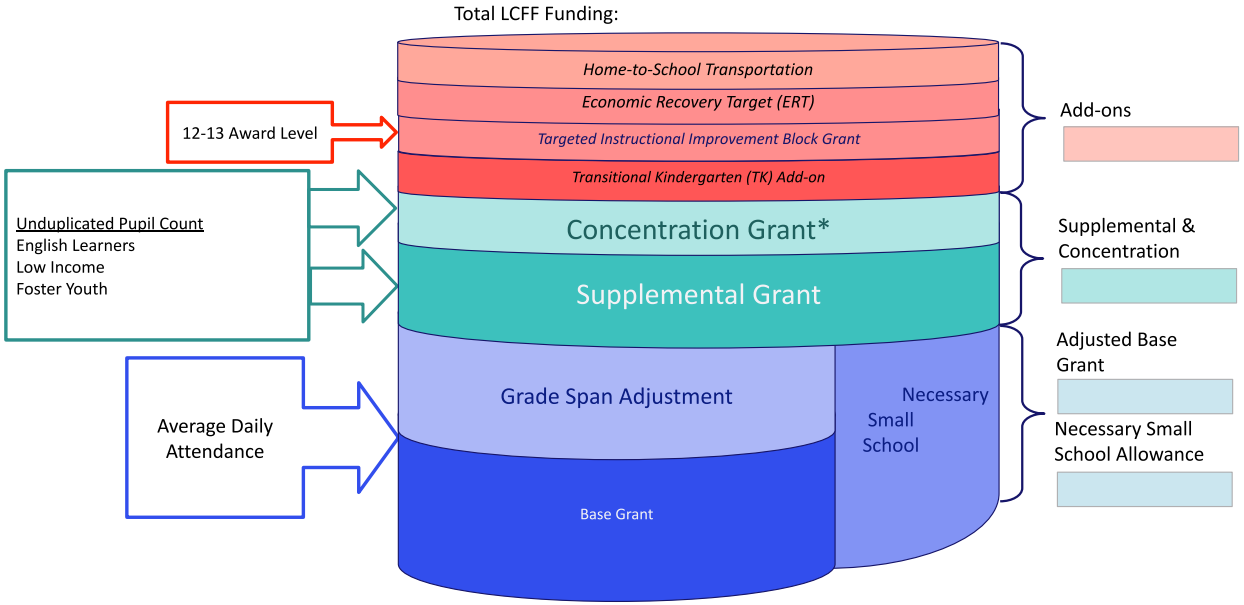
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2025-26

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

		2025-26			
Base Grant	$	2,223,681		187.86	ADA
Grade Span Adjustment	$	40,982		$ 2,264,663	Adjusted Base Grant
Supplemental Grant	$	396,498	87.54%		
Concentration Grant	$	388,764	81.41%	$ 785,262	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-			
Add-on: Home-to-School Transportation	$	-			
Add-on: Small School District Bus Replacement Program	$	-		$ -	Add-ons
Add-on Economic Recovery Target	$	-			
Add-on: Transitional Kindergarten	$	-			
Total	$	3,049,925		$ 3,049,925	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Supplemental Grant Calculation-EC 42238.02 (e)

2025-26	Base Grant	Grade Span Adjustment	Supplemental Grant Factor	Maximum Supplemental Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage	Effective Supplemental Grant Rate	ADA	Supplemental Grant
	a	*b*	*c*	*d = (a+b) x c*	*e*	*f = (a+b) x c x e*	*g*	*h = f x g*

*Grades TK-3	$ 10,256	$ 1,067	20.00%	$ 2,264.60	87.54%	$ 1,982.43	-	-
Grades 4-6	$ 10,411		20.00%	$ 2,082.20	87.54%	$ 1,822.76	20.11	36,656
Grades 7-8	$ 10,719		20.00%	$ 2,143.80	87.54%	$ 1,876.68	40.87	76,700
*Grades 9-12	$ 12,423	$ 323	20.00%	$ 2,549.20	87.54%	$ 2,231.57	126.88	283,142
*Base Grant + Grade Span								$ 396,498

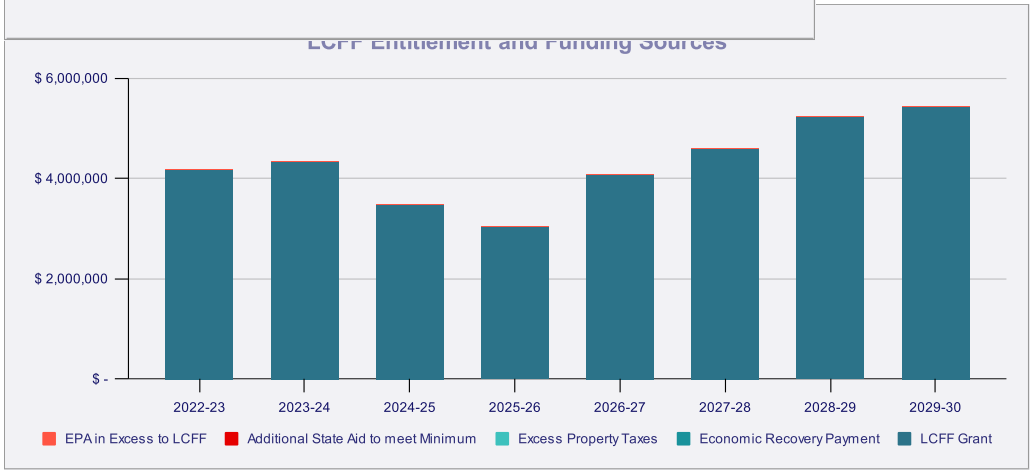
Concentration Grant Calculation-EC 42238.02 (f)

2025-26	Base Grant *a*	Grade Span Adjustment *b*	Concentration Grant Factor *c*	Maximum Concentration Grant Rate per ADA (100% UPP) *d = (a+b) x c x 45%*	Unduplicated Pupil Percentage greater than 55% *e = UPP - 55%*	Effective Concentration Grant Rate *f = (a+b) x c x e*	ADA *g*	Concentration Grant *h = f x g*
*Grades TK-3	$ 10,256	$ 1,067	65.00%	$ 3,311.98	26.41%	$ 1,943.76	-	-
Grades 4-6	$ 10,411		65.00%	$ 3,045.22	26.41%	$ 1,787.20	20.11	35,941
Grades 7-8	$ 10,719		65.00%	$ 3,135.31	26.41%	$ 1,840.08	40.87	75,204
*Grades 9-12	$ 12,423	$ 323	65.00%	$ 3,728.21	26.41%	$ 2,188.04	126.88	277,619
*Base Grant + Grade Span								$ 388,764

Add a series to start visualizing your data

ıding Sources

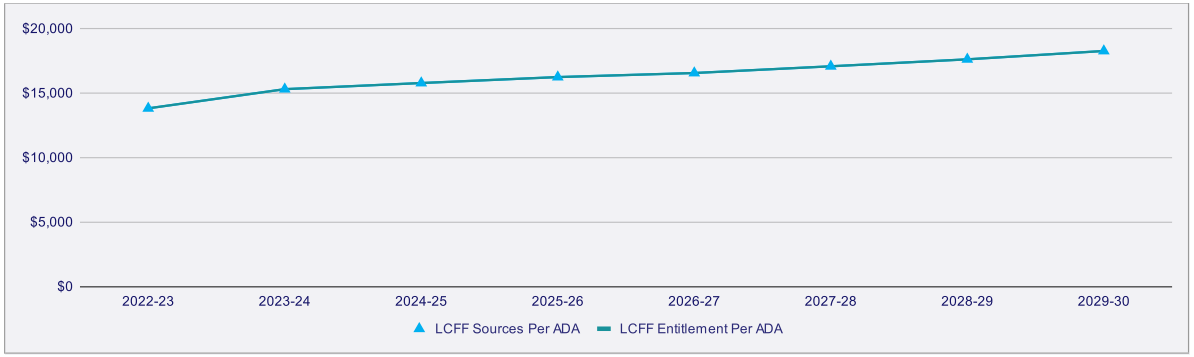
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	$ -	$ -	$ 1	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -
	$ 3,474,410	$ 3,049,925	$ 4,079,021	$ 4,604,265	$ 5,241,229	$ 5,434,022
	$ 3,474,410	$ 3,049,925	$ 4,079,022	$ 4,604,265	$ 5,241,229	$ 5,434,022



LCFF Entitlement per ADA

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded ADA (LCFF & NSS)	302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60
LCFF Sources per ADA, including NSS	$ 13,810.58	$ 15,298.89	$ 15,774.13	$ 16,235.10	$ 16,551.11	$ 17,071.80	$ 17,611.66	$ 18,259.48
Net Dollar Change per ADA		$ 1,488.31	$ 475.24	$ 460.96	$ 316.02	$ 520.69	$ 539.85	$ 647.83
Net Percent Change		10.78%	3.11%	2.92%	1.95%	3.15%	3.16%	3.68%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 13,810.58	$ 15,298.89	$ 15,774.13	$ 16,235.10	$ 16,551.11	$ 17,071.80	$ 17,611.66	$ 18,259.48
Net Change per ADA		$ 1,488.31	$ 475.24	$ 460.96	$ 316.01	$ 520.69	$ 539.85	$ 647.83

Net Percent Change		10.78%	3.11%	2.92%	1.95%	3.15%	3.16%	3.68%



Student Summary, excluding COE								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	349	309	255	200	265	290	320	320
Unduplicated Pupil Count (UPC)	310	262	228	179	237	259	286	313
Average Daily Attendance (ADA)	302.50	282.82	220.26	187.86	246.45	269.70	297.60	297.60



for Community Funded or Basic Aid Districts Only

Basic Aid Break Even Analysis, per EC 42238.02(o)								
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(a) Total LCFF Entitlement (excludes Additional State Aid)	$ 4,177,700	$ 4,326,831	$ 3,474,410	$ 3,049,925	$ 4,079,021	$ 4,604,265	$ 5,241,229	$ 5,434,022
(b) Local Revenue and In-Lieu of Property Taxes (net for School Districts)	1,016,294	1,029,601	865,683	738,342	968,549	1,059,921	1,169,568	1,169,568
(c) Categorical Minimum State Aid	69,207	69,207	69,207	69,207	69,207	69,207	69,207	69,207
(d) Depth of Basic Aid **(a) - (b) - (c)**	**$ 3,092,199**	**$ 3,228,023**	**$ 2,539,520**	**$ 2,242,376**	**$ 3,041,266**	**$ 3,475,137**	**$ 4,002,454**	**$ 4,195,247**
(e) Basic Aid Status if (d)<0, Basic Aid, if (d)>0, Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
(f) Breakeven Local Revenue* **(b) + (d)**	**$ 4,108,493**	**$ 4,257,624**	**$ 3,405,203**	**$ 2,980,718**	**$ 4,009,814**	**$ 4,535,058**	**$ 5,172,022**	**$ 5,364,815**

Bay Area Technology School

Balance Sheet

As of August 31, 2025

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
9122 Money Market Accounts	1,149.19
Wells Fargo Checking	130,288.75
Total Bank Accounts	**$131,437.94**
Accounts Receivable	
9200 Accounts Receivable (A/R)	325,489.54
Total Accounts Receivable	**$325,489.54**
Other Current Assets	
9330 Prepaid Expenses	0.00
9392 Interest Reserve Account - LISC Predevelopment	0.00
9399 Due from 1445 LLC	17,431.81
Total Other Current Assets	**$17,431.81**
Total Current Assets	**$474,359.29**
Fixed Assets	
9416 Baytech Equity NMTC	728,466.00
9418 Construction In Progress Palace Theatre	2,105,545.56
9420 Buildings & Leasehold Improvements	255,213.00
9435 Accumulated Depreciation - Buildings	-255,213.00
9440 Furniture Fixtures & Equipment	210,375.32
9441 Computer Equipment	0.00
9445 Accumulated Depreciation - Furniture Fixtures & Equipment	-72,560.55
9448 Zenbooths	124,179.66
9449 Accumulated Depreciation - Zenbooths	-30,091.19
9450 Transportation Vans	142,098.63
9451 Accumulated Deprecation Vans	-71,049.32
Total Fixed Assets	**$3,136,964.11**
Other Assets	
9388 Undisbursed Funds	1,916,094.13
9389 Interest Reserve Account - LISC RDF Loan #2	167,644.99
9395 Interest Reserve Account - LISC RDF Source Loan	0.00
9396 Interest Reserve Account PCSD Loan	0.00
9397 Promissory Note - Leverage Loan Draw #1	12,590,442.61
9398 Promissory Note - Leverage Loan Draw 2	1,818,657.39
9400 Promissory Note - Baytech Support Corporation	38,340.30
9498 Prepaid Rent - 1445 23rd Avenue	0.00
9499 ROU Asset 1445 23rd Avenue	13,639,885.29
Total Other Assets	**$30,171,064.71**
TOTAL ASSETS	**$33,782,388.11**

Bay Area Technology School

Balance Sheet

As of August 31, 2025

	TOTAL
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500 Accounts Payable (A/P)	165,629.50
Total Accounts Payable	**$165,629.50**
Other Current Liabilities	
9291 Due to Grantor Governments	253,309.00
9501 Accrued Salaries	62,858.50
9502 Accrued Payroll Taxes	16,927.49
9503 Accrued STRS	28,245.63
9504 Accrued PERS	34,039.41
9510 Wells Fargo BusinessLine	0.00
9650 Deferred Revenue	1,284,663.46
9668 ROU Lease Liability 1445 23rd Avenue - ST	140,690.85
Total Other Current Liabilities	**$1,820,734.34**
Total Current Liabilities	**$1,986,363.84**
Long-Term Liabilities	
9640 Long Term - Loans Payable	0.00
9649 Loan Payable - LISC Predevelopment Loan	0.00
9667 ROU Lease Liability 1445 23rd Avenue - LT	12,857,527.77
9670 LISC - RDF Source Loan	11,952,625.18
9671 PCSD Loan	1,550,000.00
9672 LISC - RDF Source Loan #2	2,250,000.00
Total Long-Term Liabilities	**$28,610,152.95**
Total Liabilities	**$30,596,516.79**
Equity	
General Fund Balance	3,773,420.71
Opening Balance Equity	0.00
Net Income	-587,549.39
Total Equity	**$3,185,871.32**
TOTAL LIABILITIES AND EQUITY	**$33,782,388.11**

Bay Area Technology School

Profit and Loss

July - August, 2025

	TOTAL
Income	
General Entitlement	
8011 LCFF	207,468.00
8019 PY Adjustments	0.00
8096 In Lieu Property Tax	155,822.94
Total General Entitlement	**363,290.94**
Other Revenue - Federal	
8297 NSLP	12,047.27
Total Other Revenue - Federal	**12,047.27**
Other Revenue - Local	
8660 Interest Income	62.32
8699 All Other Local Revenue	2,425.97
Total Other Revenue - Local	**2,488.29**
Other Revenue - State	
8582 State Mental Health	1,870.00
8590 All Other State Revenues	15,016.10
8596 State Nutrition Program	6,268.41
8599 Prior Year State Income	62.86
8792 SPED State / Other Transfer of Apportionment	24,884.00
Total Other Revenue - State	**48,101.37**
Total Income	**$425,927.87**
GROSS PROFIT	**$425,927.87**
Expenses	
1000 Certificated Employees	
1100 Teachers	162,936.85
1120 Substitute Teachers	14,029.18
1300 Certificated Administrators	32,855.68
Total 1000 Certificated Employees	**209,821.71**
2000 Classified Employees	
2100 Instructional Aides	27,026.91
2200 Classified Support	21,750.06
2300 Classified Administrators	21,000.00
2400 Clerical & Office Staff	35,408.33
2900 Other Classified	9,666.66
Total 2000 Classified Employees	**114,851.96**
3000 Employee Benefits	
3101 CalSTRS	31,660.37
3202 CalPERS	26,226.59
3301 OASDI / Social Security	11,934.27
3302 Medicare	4,872.32
3390 Federal Income Tax Withheld	0.00

Bay Area Technology School

Profit and Loss

July - August, 2025

	TOTAL
3401 Health & Welfare Benefits	49,427.56
3503 State Unemployment Insurance	900.66
3560 CA State Disability	0.00
3590 CA Income Tax Withheld	0.00
3601 Workers Compensation	11,342.00
3901 Other Employee Benefits	-4,274.54
Total 3000 Employee Benefits	**132,089.23**
4000 Books & Suplies	
4100 Textbooks & Core Curriculum	56,203.72
4300 Materials & Supplies	6,141.12
4381 Materials for Maintenance & Custodial	-897.00
4400 Non-capitalized Equipment	9,718.01
4701 Other Food	3,086.62
Total 4000 Books & Suplies	**74,252.47**
5000 Service & Operating Expenses	
5200 Travel & Lodging	1,345.50
5220 Vehicles & Fleet	1,126.14
5300 Dues & Memberships	9,194.99
5400 Insurance	53,107.82
5500 Operations & Housekeeping	
5501 Facility Security	8,215.00
5520 Trash	-1,305.77
Total 5500 Operations & Housekeeping	**6,909.23**
5600 Rentals, Leases & Repairs	
5615 Building Maintenance & Non-Capital Site Improvements	3,158.11
5690 Equipment Rental & Lease	607.19
Total 5600 Rentals, Leases & Repairs	**3,765.30**
5800 Other Services & Operating Expenses	
5807 Accreditation	1,770.00
5809 Banking & Payroll Fees	1,942.84
5810 Educational Consultants	6,368.50
5812 Business Services	18,333.34
5845 Legal Fees	64,518.76
5851 Marketing & Student Recruiting	4,635.75
5875 Contracted ASES	8,240.00
5877 Student Activities & Field Trips	320.00
5879 Student Athletics	22,615.00
5880 Special Education Services	3,823.00
5881 Student Information Systems	32,721.21
5899 Misc. Operating Expense	1,233.00
Total 5800 Other Services & Operating Expenses	**166,521.40**

Bay Area Technology School

Profit and Loss

July - August, 2025

	TOTAL
5900 Communications	
5910 Phone / Internet / Website Fees	8,883.39
5915 Postage	238.79
Total 5900 Communications	**9,122.18**
Total 5000 Service & Operating Expenses	**251,092.56**
7000 Other Outgo	
7438 Interest Expense	231,369.33
Total 7000 Other Outgo	**231,369.33**
Total Expenses	**$1,013,477.26**
NET OPERATING INCOME	**$ -587,549.39**
NET INCOME	**$ -587,549.39**

Bay Area Technology School
"It's going to be a great day at BayTech!"

Current Bay Area Technology School Board Members, November 2025

Christina Filios Yiannakopoulos - President
Christina Filios Yiannakopoulos is the assistant director of secondary education at the Mount Diablo Unified School District. She has worked in education for more than 20+ years and has been an ELD and English Teacher, Vice Principal, Principal, and district-level administrator. She is passionate about ELD education and ensuring that students have access and the choice to determine their future. She lives with her husband and two children in the Bay Area and can often be found in Oakland, where she attends church. She holds an MA in Curriculum and Instruction and an MA in Educational Leadership.

Shannon Ortland - Secretary
Shannon Ortland is the OUSD Board-appointed Director on the Bay Area Technology School Board of Directors. Ortland has more than 25+ in education. She is a leading expert in data-driven instruction and has served as the data and assessment coordinator for the Mount Diablo Unified School District, which has more than 35,000 students. In July 2021, she accepted a new position at the Contra Costa County Office of Education as the Coordinator of Assessment, Research, and Evaluation. She serves more than 285 schools and 18 districts in her role, providing technical support for assessments and educational services. She lives in Concord with her wonderful dog and is committed to making decisions based on student needs and outcomes.

Kevin Pardo CPA
As a first-generation college graduate, Pardo is interested in ensuring that others have the same opportunities he had as a student. Mr. Pardo lives in Hayward and is a tax executive with Roku in Palo Alto. Kevin has a BA in accounting and holds a CPA designation.

Lily Bramble
Ms. Bramble has spent her entire life in the East Bay. She is a professional scientist working

hands-on in the laboratory. She holds a BA in Health and Human Science with a Minor in Biochemistry. Nano Precision Medical/ Vivani Inc. employs her in Emeryville, CA as a Research Operations Associate II. At work, she plans, coordinates, and executes preclinical animal studies.

Dr. Moon Li

Dr. Qi Wen "Moon" Li is a Caltech Ph.D. educated at Caltech. As a first-generation immigrant, she moved to Brooklyn, NY, at the age of seventeen. She was the first person in her family to finish high school. In college, she undertook summer research at Yale University through a Mark and Pearle Clements Internship Award. Additionally, she pursued research abroad at the Graz University of Technology in Austria as part of the National Science Foundation's (NSF) International Research Experience for Undergraduates (iREU) program. These experiences helped her secure an NSF Graduate Research Fellowship for her doctoral studies. Post-doctorate, she worked at IBM and Intel. Dr. Li is committed to promoting easy access to nutrition and education, resources she did not have until she immigrated to this country. She lives in Oakland with her husband and two children.

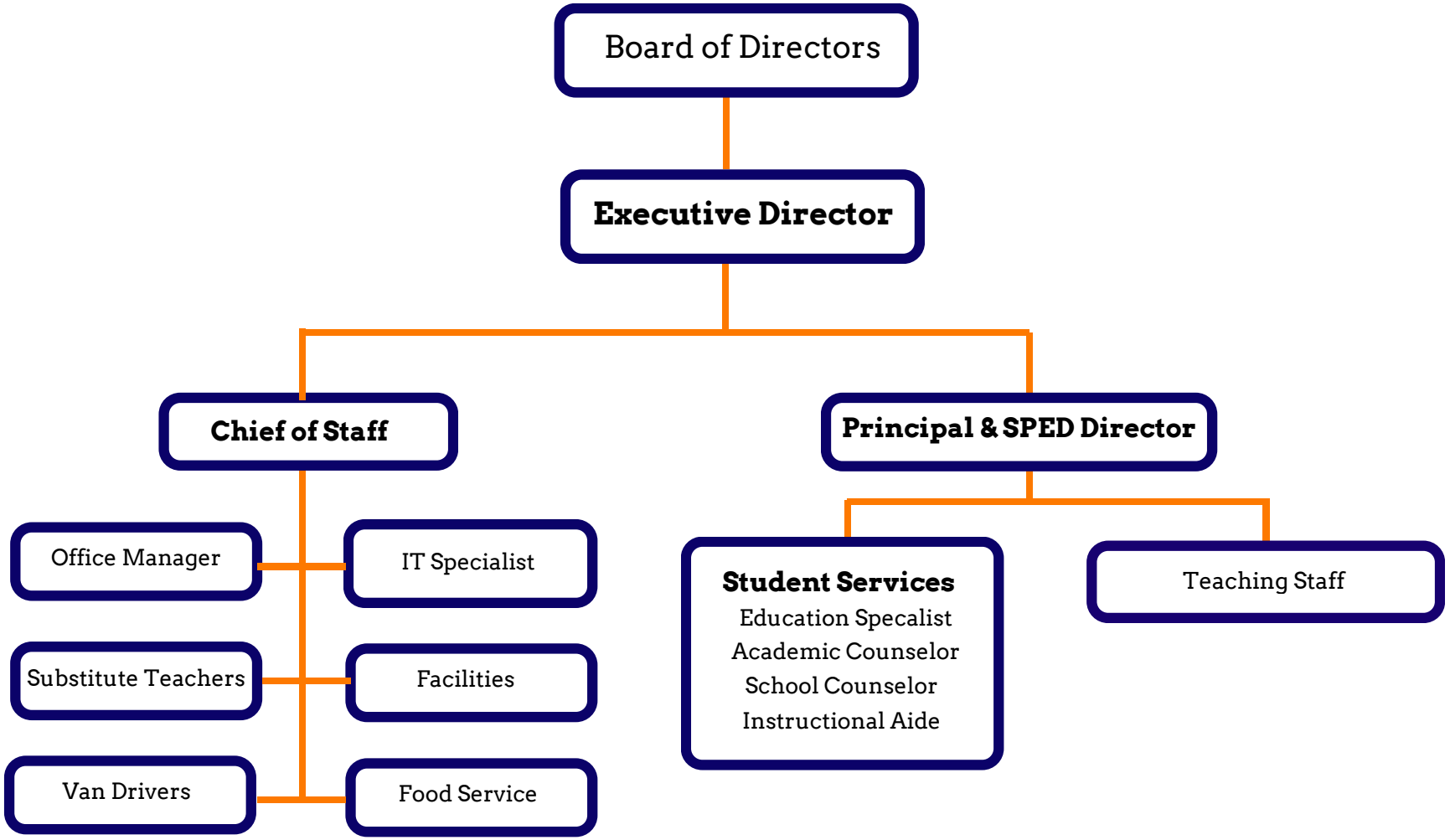
Ambar Merino

Ambar Merino is a highly experienced Registered Nurse (RN) and a current Doctor of Nursing Practice (DNP) Family Nurse Practitioner candidate at Samuel Merritt University. With a strong background in acute care, community health, and hospice, Ambar currently serves as an RN Utilization Case Manager at Alameda Health System, where responsibilities include Utilization Review using Interqual, discharge planning, and ensuring adherence to regulatory guidelines from CMS, DCHS, and The Joint Commission. Ambar has extensive case management expertise, including managing transitions through a Kaiser Pilot Program, coordinating care across multidisciplinary teams, and performing both telephonic and clinic triage. Ambar is fluent in Spanish and proficient with major EMR systems like EPIC, NextGen, and ECW.

Cindy Barisione

Cindy is the parent of Olivia ('29). She is a tireless advocate for special education students and ensuring that they receive the services they need. She is a long-time Charter School parent, as her family was also involved with Concrete and Roses School.

BAYTECH Organizational Chart



Appendix 11- School Calendar and Bell Schedule

BAYTECH

Bay Area Technology School
1445 23rd Ave, Oakland Ca, 94606
www.baytechschool.org | 1 - 800 - 741 -BATS (2287)

2025-2026 Academic Calendar
Fall 2025

July 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Orange: No School

Blue: Important Dates

Dark Blue: Saturday School

Light Orange: Summer School

Bold and Underlined:
Start & End of Semester

From	To	
		July 2025
28-Jul	5-Aug	**Teacher In-Service (No School for Students)**
		August 2025
6-Aug		**First Day of Fall Semester**
23-Aug		Saturday School
		September 2025
1-Sep		**Labor Day (No School)**
5-Sep		End of 1st Grading Period
6-Sep		Saturday School
8-Sep		Progress Report #1 - Semester 1
10-Sep	11-Sep	Parent Teacher Conferences (Minimum Days)
11-Sep		Picture Day
12-Sep		**No School**
20-Sep		Saturday School
		October 2025
9-Oct		Picture Day - Make Up
10-Oct		End of 2nd Grading Period
11-Oct		Saturday School
13-Oct		**Indigenous Peoples' Day (No School - Possible Re-Claim Day if Needed)**
14-Oct		Progress Report #2 - Semester 1
25-Oct		Saturday School
30-Oct	31-Oct	Fall Break
		November 2025
10-Nov		**Veteran's Day (No School)**
14-Nov		End of 3rd Grading Period
15-Nov		Saturday School
19-Nov	20-Nov	Parent Teacher Conferences (Minimum Days)
21-Nov		**Teacher In-Service (No School for Students)**
24-Nov	**28-Nov**	**Thanksgiving Break (No School)**
		December 2025
1-Dec		Progress Report #3 - Semester 1
6-Dec		Saturday School
17-Dec	19-Dec	Final Exams (Minimum Day)
19-Dec		**End of Fall Semester (Fall Report Card)**
22-Dec	**6-Jan**	**Winter Break (No School)**

BAYTECH

Bay Area Technology School
1445 23rd Ave, Oakland Ca, 94606
www.baytechschool.org | 1 - 800 - 741 -BATS (2287)

2025-2026 Academic Calendar
Spring 2026

January 2026

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Orange: No School

Blue: Important Dates

Dark Blue: Saturday School

Light Orange: Summer School

Bold and Underlined:
Start & End of Semester

From	To	
		January 2026
22-Dec	**6-Jan**	**Winter Break (No School)**
6-Jan		Teacher In-Service (No School for Students)
7-Jan		First Day of Spring Semester
19-Jan		**Martin Luther King Jr. Day - No School**
24-Jan		Open House
		February 2026
6-Feb		End of 1st Grading Period
7-Feb		Saturday School
9-Feb		Progress Report #1 - Semester 2
11-Feb	12-Feb	Parent/Teacher/Student Conferences (Minimum Day)
16-Feb		**President's Day - No School**
28-Feb		Saturday School
		March 2026
13-Mar		End of 2nd Grading Period
14-Mar		Open House & Science Fair
16-Mar		Progress Report #2 - Semester 2
28-Mar		Saturday School
30-Mar	**7-Apr**	**Spring Break (No School)**
		April 2026
30-Mar	**7-Apr**	**Spring Break (No School)**
11-Apr		Saturday School
25-Apr		Saturday School
		May 2026
1-May		End of 3rd Grading Period
4-May		Progress Report #3
6-May	7-May	Parent Teacher Conferences (Minimum Days)
8-May		**No School**
16-May		Saturday School
18-May	21-May	Final Exams (Minimum Day)
21-May		Last Day of Spring Semester (Minimum Day)
22-May		8th Grade Promotion
22-May		Graduation
		June 2026
		Summer School TBD

BAYTECH 2025-2026 Bell Schedule

Middle School - Regular Day

BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Lunch	Lunch	12:15 PM	12:45 PM
Eagle	Eagle	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
Eagle Take-Off	Eagle Take-Off	2:35 PM	2:40 PM
After School Program	After School Program	2:45 PM	6:00 PM

High School - Regular Day

BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Eagle	Eagle	12:20 PM	12:45 PM
Lunch	Lunch	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
5	10	2:35 PM	3:40 PM
Eagle Take-Off	Eagle Take-Off	3:45 PM	3:50 PM
After School Program (9th Grade only) & Sports (All grades)	After School Program (9th Grade only) & Sports (All grades)	3:55 PM	6:00 PM

Middle School - Minimum Day

Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Lunch	Lunch	11:15 AM	11:45 AM
Eagle	Eagle	11:50 AM	12:20 PM
4	9	12:25 PM	1:10 PM
Eagle Take-Off	Eagle Take-Off	1:10 PM	1:15 PM

High School - Minimum Day

Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Eagle	Eagle	11:15 AM	11:45 AM
Lunch	Lunch	11:50 AM	12:20 PM
4	9	12:25 PM	1:10 PM
5	10	1:15 PM	2:00 PM
Eagle Take-Off	Eagle Take-Off	2:00 PM	2:05 PM

May 12, 2025

Seth Feldman
Executive Director
Bay Area Technology
8251 Fontaine Street
Oakland, CA 94605

Sent via Email

Re: Bay Area Technology – CDS # 01-61259-0106906

To whom it may concern,

Bay Area Technology has been a member of the El Dorado County Charter SELPA since July 2019. Bay Area Technology is a member in good standing and has demonstrated the commitment and capacity to function as a LEA for special education services.

Please contact me if you have any questions.

Sincerely,



Ginese Quann
Executive Director

GQ:lc

cc: Dr. Kyla Johnson-Trammell, Superintendent, Oakland Unified

Appendix 14 – Handbooks (Student/Family and Employee)

Contents:

1. *2025–2026 Parent & Student Handbook*
2. *2025–2026 Employee Handbook*



BayTech
Student & Parent Handbook

2025-2026

Bay Area Technology School
8251 Fontaine Street
Oakland, California 94605

Phone: (510) 382-9932
Fax: (510)-369-5758
www.baytechschool.org

Dear Parents and Students,

Bay Area Technology School (BayTech) staff believes that education is a shared responsibility between parents, teachers and students. The successful operation of this school depends on the cooperation of everyone concerned. Each group is responsible for doing its part to make school a place where we can learn and play together in harmony. Everyone has the right to feel safe, secure, and accepted regardless of color, race, gender, popularity, ability, religion, or nationality. This handbook allows us to share our vision with the students and parents of our team.

BayTech is a reflection of us all. All of our policies are intended to provide a safe and orderly environment conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know the school, its programs, activities, and schedule. We want students to become active participants in their education through active involvement in their classes, clubs, and extracurricular activities.

BayTech is aware of the fact that a school environment is viable only with clearly defined and implemented rules. BayTech compiled the Student/Parent Handbook to address the school's regulations and policies that govern our students. It is an essential reference book describing what we expect and how we do things. Read it carefully, discuss it with your family, and let it act as a guide for your effective involvement in all aspects of school. Keep this handbook so you can refer to it throughout the school year.

Sincerely,

The BayTech Administration

OUR VISION

BayTech strives to shape our future by:

- Preparing students for academic success and college readiness.
- Enabling students to have a broad spectrum of options for their future endeavors.
- Preparing students to be responsible and productive citizens.

OUR MISSION

BayTech infuses assistive technology throughout the school to provide a personalized educational experience for every student to be college and career ready.

CORE BayTech E.A.G.L.E.S. VALUES

***E**ffective communicators*

***A**cademic achievers*

***G**oal-oriented students*

***L**ifelong learners*

***E**xcellent critical thinkers*

***S**ocially responsible students*

Bay Area Technology School has implemented the CARE Team in order to support students and ensure all students will be safe, responsible and respectful in their learning environment.

Table of Contents

Equal Opportunities/Non Discrimination Statement **4**

Rights and Responsibilities **4**

- Effective Communication 4
- Student's Rights and Responsibilities 4
- Parents' Rights And Responsibilities 5
- Teachers' Rights And Responsibilities 5
- Administrators' Rights and Responsibilities 5

Policies and Procedures **5**

Academic Policies **5**

- General Guidelines 5
- Grading System 6
- Promotion 7
- Honor Roll 7
- High School Graduation Requirements 7
- Counseling Programs 8
- Attendance 9
- Bell Schedule 9
- Absences 10

Discipline Policies **12**

- Bay Area Technology School Student Code Of Conduct 12
- Uniform & Personal Appearance 12
- IEP Process 12

Expected Student Behavior **13**

- Emergency Drills 13
- Sample Classroom Procedures and Consequences 13
- Positive And Negative Consequences 13
- Recording of Discipline Incidents 14
- Students with IEPs 14

Unacceptable Types of Behavior and Consequences **14**

- Due Process 18
- Discipline Committee 18
- Detentions 18
- In-school Suspension (ISS) 18
- Out Of School Suspension 18
- Expulsion 19
- Enumerated Offenses 19

General Policies **20**

- School Activities 20
- Illness, Injury & Medication Policies 21
- Parental Involvement And Support 21
- Parent/Teacher Communication 22
- Contacting Your Child During School Hours 22
- Visitors 23
- Aeries Information System 23
- Phone Use 23
- Internet Use 23
- Electronic Devices 24
- Lost And Found 24
- Textbooks 24
- Meal Program 24
- Earthquake And Major Disaster Procedures 24
- Student Transfer 24
- Dress Code 24

Additional Policies **26**

Appendices **27**

Equal Opportunities/non Discrimination Statement

In compliance with federal and state equal opportunity laws, equal opportunity will be afforded to all applicants regardless of race, color, sex, age, religious creed, disability, national origin, ancestry, or sexual orientation in every aspect of the school community.

BayTech is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. BayTech prohibits discrimination and harassment based on an individual's actual or perceived sex, sexual orientation, gender (including gender identity, marital status, pregnancy, childbirth or related medical condition), ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by BayTech. In addition, the lack of English language skills will not be a barrier to admission to or participation in BayTech programs or activities.

Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to treatment or employment in all BayTech programs and activities, including vocational education. Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in local District/State policies. It is the intent of BayTech that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

BayTech prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. For inquiries or complaints related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact BayTech.

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For more information, please refer to the US Department of Education's website: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Additionally, The notification to parents and guardians of data-sharing with the CCGI, including the use of California Pupil Achievement Data System (CALPADS) data as outlined in EC 60900.5, and the use of the CaliforniaColleges.edu tool.
The data shared will be used to provide pupils and families with direct access to online tools and resources and will enable a pupil to transmit information shared with the CCGI to both of the following:
1. Postsecondary educational institutions for purposes of admissions and academic placement.
2. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Rights and Responsibilities

Effective Communication:

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1st: Parents should encourage their child to talk with the teacher.

2nd: Parents can encourage their child to talk with an administrator.

3rd: If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If a parent feels there is a concern they should:

1st: Talk with the teacher. Teachers can explain classroom situations from a professional and adult perspective which will usually resolve misunderstandings.

2nd: If the problem persists after a reasonable time, talk with the teacher again.

3rd: If the problem is still not resolved, make an appointment with the related administrator.

Teachers, staff, and administration are available through email, phone calls, in person, and by appointment. Please call the office or email the staff member to set an appointment.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have access to your student account in AERIES and Google Classroom.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To be familiar with school policies, rules and regulations.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, janitorial staff, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To have access to your personal parent accounts in AERIES and Google Classroom.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.
- To provide a supportive environment at home, making sure their child gets enough sleep and adequate nutrition before coming to school.
- To be familiar with school policies, rules, and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook which is to be signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress and behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in AERIES.
- To have administrative support for discipline in and outside the classroom. To explain the Student Code of Conduct and Bullying Policy to their students.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents as deemed necessary to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board of Trustees on any issue.
- To hold students to strict accountability for any disorderly conduct in or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage, and promote effective teaching and learning.
- To be familiar with school policies, rules, and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning and positive habits and attitudes of excellent citizenship among students.

POLICIES AND PROCEDURES

As a student at BayTech, you are required to abide by and respect all rules and regulations in this handbook, both on and off campus. The handbook was established to maintain a safe and healthy school environment conducive to learning. Students who choose to not follow these rules will receive disciplinary action.

I. ACADEMIC POLICIES

A. GENERAL GUIDELINES

Grading: The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At BayTech course report card grades will be represented in letter-grade equivalent to the percentage earned in each course.

Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department will work with the Department Chair in conjunction with the School's Academic Coordinator to develop specific and consistent weights for each component, to be shared with parents and students.

Homework: Homework is essential to success at BayTech. Doing homework will help students develop many valuable skills such as good study habits, time management, responsibility, and perseverance.

Teachers will assign homework that will foster individual learning and growth that is appropriate for the subject area. Homework is part of all student evaluations. It is the student's responsibility to complete and turn in homework on time. If the student or parent has questions about homework, s/he should immediately contact the teacher who assigned it.

Generally, all homework assignments will be posted on the school information system, AERIES, which will be accessible to the parents/guardians by using an authenticated password. The password will protect confidentiality and allow parents/guardians to access their children's academic records. AERIES is not intended to replace contacting parents for regular conferences to discuss student progress.

Make-up Procedures - Incomplete Grades: Every effort should be made for a student to make up work as soon as possible when returning to school from an absence or series of absences. If a student fails to complete a significant number of performance and/or homework tasks due to absence or other extraordinary circumstances, a grade of Incomplete (I) may be assigned with administrative approval. If the necessary performance and/or homework tasks are not completed by the end of the following marking period, the report card grade will revert to the earned numeric grade. In the final marking period, an Incomplete (I) will revert to the earned numeric grade if not complete by a date agreed upon by the teacher and administrator.

Grading Periods

BayTech will have two grading periods within a given semester, one of which is the Report Card. Students should turn in all of their assigned work before the end of the grading periods. This will encourage our students to complete their assignments on time. The grading period dates are given below:

- Progress Report I: September 7th
- Progress Report II: October 15th
- Progress Report III: November 18th
- **Fall Semester Report Card: December 20th**
- Progress Report I: February 7th
- Progress Report II: March 14th
- Progress Report III: April 25th
- **Spring Semester Report Card: May 16th**

Final Assessments/Exams: All academic classes will have cumulative final assessments/exams at the end of each semester. These final assessments may be in different forms such as test, essay, project, book report, etc. depending on individual teachers' discretion upon approval by the BayTech administration. All students are required to take these final assessments. Cumulative assessments are part of the college preparatory culture; these assessments will help students learn how to study more effectively, as well as improve their retention of the subject content.

B. GRADING SYSTEM* -

Numerical Grade	Letter-Grade Equivalent	Grade-Point Equivalent (Unweighted)	Grade-Point Equivalent (Weighted)
98 – 100	A+	4.0	5.0
93 – 97	A	4.0	5.0
90 – 92	A-	3.7	4.7
87 – 89	B+	3.3	4.3
83 – 86	B	3.0	4.0
80 – 82	B-	2.7	3.7
75 – 79	C+	2.3	
70 – 74	C	2.0	
67 – 70	C-	2.0	
63 – 66	***D***	***1.0***	***No Credit***
60 – 62	***D-***	***1.0***	***No Credit***
59 - Below	***F***	***0.0***	***No Credit***

Grading scale: BayTech will follow the standard scale above to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for AP and approved college courses.

Teachers will establish individualized grading policies and procedures for their classes, using the scale above as a guide. Each teacher will give written policies to students the first week of school.

Courses at BayTech have passing grades that are outlined in the provided grading scale chart, with a minimum passing score of "C-" (67%).

D Grades: Students will not earn credits for "D" grades. The primary concern of BayTech is the educational success of our students. This policy will allow for BayTech to maintain a high standard throughout its program and to ensure that BayTech students remain competitive, especially in the area of college and scholarship applications.

Determining Final Grades:

In grades 6 through 8, the numerical grades for year-long courses, the grades from both semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-semester final grade of at least a "C-" (67%) to earn credit for the course. BayTech high school grade promotion policy is based on each

semester grade and not on the yearly average of two semester grades.

BayTech actively monitors student academic performance. Occasionally a member of the administration will contact a parent to set up a SST team meeting. Parents will be invited to SST team meetings, however, after the third attempt to contact the parent to schedule the SST Team Meeting, BayTech will schedule and hold the meeting without the parent.

BayTech is a school of choice, meaning that students who are enrolled, enroll by choice and leave at any time by choice. BayTech will make 3 attempts to inquire about your child's continued enrollment for the next school year beginning in the Spring Semester of the current school year. After 3 attempts of contacting the parent/guardian, **if we are unable to receive a confirmation of an acceptance, denial or waitlist option** as confirmed and selected by the parent for the next school year, the student may be dropped from re-enrollment for the next school year. In this instance, students may need to re-apply to BayTech for the next school year after being dropped from re-enrollment.

C. PROMOTION

Middle School

Grade Retention: Students who fail three or four core courses at the end of the year may need to repeat the grade. This will be handled on case-by-case basis with the school administration.

Summer School: BayTech will offer a Summer School Program to middle school students who have failed classes. Students must attend summer school at BayTech or at a public school of their choice.

Middle School Promotion Ceremony: Eighth Grade Promotion Ceremony will be held at the end of the school year, and participating students will receive Promotion certificates. Students must have a good academic and behavior standing in order to be eligible to participate in the promotion ceremony. Specific guidelines will be presented to Eighth Grade families.

High School

Grade Retention: Students who earn Ds or Fs in classes may be required to re-take those classes in order to meet graduation requirements.

Students who did not make adequate progress to promote to the next grade level are subject to fail and repeat the school year again. The final decision will be made by the school administration in conjunction with the student's parents. Students may be "conditionally" promoted to the next grade level. A promotion agreement will be provided to the parent and student to sign.

Core Courses: Core courses are Math, Science, English Language Arts, and History/Social Science.

Grade levels will be determined by minimum required credits or at the discretion of an administrator. Below are the standard credit requirements.

To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.

To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.

To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

Participation in Senior Activities/Graduation Ceremony: Senior students will only be able to participate in senior activities if they meet specific behavior and academic requirements, which will be specified for each event.

To participate in the Graduation Ceremony, students have to fulfill all the graduation requirements and not be on suspension, or recommended for expulsion at the time of the Graduation Ceremony. Further behavioral and discipline requirements may also be given.

D. HONOR ROLL

Honor Roll/High Honor Roll: At the end of each semester BayTech publishes the honor roll for students.

Honors and High Honors are awarded to all students with a semester GPA of 3.00-3.49 (Honors) and 3.50+ (High Honors).

Grade requirement for school team participation: All students are required to maintain a minimum 2.0 GPA better in all classes to play/participate on a school team.

Cumulative GPA: A cumulative GPA is calculated for all high school level courses based on the number of credits received and a 4.0 (unweighted) and 5.0 (weighted) scale. Cumulative GPAs are used to determine class rank and graduation honors. The high school transcript is a record of all final course grades received for high school courses.

E. HIGH SCHOOL GRADUATION REQUIREMENTS

Please see Appendix A for the full list of graduation requirements.

BayTech believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. BayTech meets the admission requirements of all four-year universities including University of California.

Students must meet all the requirements listed in Appendix A to graduate from BayTech.

Credit Requirement: Every student must earn a total of 230 semester credits in grades 9 through 12 in order to receive a high school diploma. *(See section "High School Credit Earned in Middle School" for middle school courses identified for high school credit.)* Each high school course at BayTech is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

Specific Course Requirements: The table shown in Appendix A lists courses required in order to graduate from BayTech. The graduation requirements meet and exceed the state graduation requirements and fulfill the "A-G" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements.

Cumulative GPA: BayTech requires a minimum of 2.00 cumulative GPA for graduation.

Credit Acceptance: Students transferring to BayTech from another accredited school, private or public, a home school, or an alternative school, will receive credit toward graduation for courses successfully completed. These courses will appear on the student's transcript as they are transferred and will be included in cumulative GPA calculations. Upon review and approval by the school administration, students transferring to BayTech from a non-accredited school may receive credit toward graduation within the following guidelines: Documentation must be provided to BayTech by the sending school as to the course of study the student followed, materials used, course description, total number of contact hours per course, grading criteria, teacher name and qualifications, student work or projects, and scores of any standardized tests the student has taken. Grades from such courses will not be included in cumulative GPA calculations.

Credit Recovery: A high school student who fails a course at BayTech is expected to take full responsibility for their personal credit recovery process. Following are some recovery options:

1. **Summer School:** Students can take a summer school course at any public school to recover missing credits. BayTech may offer summer school depending on student needs and availability of teachers and resources.

2. **Online Courses:** Students who are credit deficient may enroll in accredited online courses to recover missing credits. Students will use the online platform-Edmentum. Approval from the High School Principal is necessary in order for the grade of an online course to be included in cumulative GPA calculations.

College Dual Enrollment: Students may enroll in a post-secondary course creditable toward high school completion with the approval of the High School Principal. Additional approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations. Students taking dual enrollment classes during the school year may substitute core classes to fulfill their BayTech Graduation requirements at the discretion of the Executive Director or their designee.

Advanced Placement (AP) Courses: BayTech will offer Advanced Placement (AP) classes depending on student needs/demands and availability of teachers and resources. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their college freshman year. Students have to pass the corresponding AP test in order to get college credit. AP classes may have prerequisites such as high grades in related courses, high GPA, and/or teacher recommendation.

Dual Enrollment: Dual enrollment is a program that allows eligible high school students to enroll in a college course. Dual enrollment eliminates duplication of coursework between high school and college and allows students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal, and social maturity are welcome to apply. Students should visit their high school college advisor prior to the beginning of the semester to seek permission for enrolling and complete a dual enrollment registration/ parent consent form.

If a student wishes to receive high school credit for a college class, a 3.0 unit or more one-semester college class will earn one semester of high school credit (5.0 credits). To determine how a college course fulfills a high school requirement see your high school college advisor. Approval from the High School Principal is necessary in order for the grade of a college course to be included in cumulative GPA calculations. Academic college courses that meet the University of California "A-G" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.

Graduating with Honors: In addition to a standard diploma, students may graduate with one of three levels of Honors:

- Cum Laude=3.5+ GPA
- Magna Cum Laude 3.7+ GPA
- Summa Cum Laude 3.9+ GPA

F. COUNSELING PROGRAMS

BayTech offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor or college counselor at any

time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the college counselor, at various times throughout the school year depending on grade level, need etc. The school counseling office provides the following resources:

College Counseling

- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT/ test dates and materials
- Career planning resources

General Counseling

- Conflict resolution
- Family resources
- Counseling resources

Students or parents are always welcome to make an appointment to see the counselors. All information discussed is confidential except when it involves your safety or the safety of someone else.

BayTech adheres to the National Counseling Standards. The standards are as follows:

Academic Development
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and home and community life.

Career Development
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests & Applications:
BayTech is dedicated to providing a comprehensive college preparatory program that facilitates students' ambitions to pursue higher education at the nation's top universities and colleges. As part of this process, grade 11 students are required to take the PSAT/NMSQT test in fall. Grade 10 students are encouraged to take SAT10 in the spring.

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides first hand practice for the SAT Reasoning Test™. It also gives the students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- Critical reading skills;
- Math problem-solving skills; and
- Writing skills.

The most common reason for taking the PSAT/NMSQT is for the students to receive feedback on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

G. ATTENDANCE

Attendance is extremely important for student success. Our research indicates that there is a significant positive correlation between student attendance and achievement. Members of BayTech's professional staff will encourage and support student attendance; however, parents and legal guardians have the primary responsibility.

Every student is required to be in school, in each class, on time, and in their seat before the bell rings. It is required by law that every parent or guardian of any minor between the ages of 6 and 18 make sure that the minor child attends school.

Parents must inform the main office via phone at (510) 382-9932, via email at attendance@baytechschool.org, or in person of their child's absence by 9:00am the morning of the absence and/or send a note the day the student returns to school. If the student returns to school without a note and no phone call was received, s/he will be marked "Unexcused Absent". The student will have two days to bring in a note to change this to an excused absence.

H. BELL SCHEDULE:

The full Bell Schedule can be found under Appendix B. BayTech has a rotating 10 period schedule with short supplemental periods at the start of school and after lunch. Students will attend their ELA and Math classes every day, but other classes will vary. Every standard school day will either be a "BLUE DAY" or "ORANGE

DAY," and the schedule each student follows will correspond to that day.

On Wednesdays, the students will have shorter periods and be released early. Wednesdays will rotate between BLUE and ORANGE days, following the schedule in Appendix B.

Wednesdays will rotate between blue and orange days, starting with blue. The full list is available on the school website, posted on campus, and in the students' planners.

I. ABSENCES:

BayTech recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the list of each carefully. In the event of an excused absence, students maintain the responsibility for homework, quizzes, and tests. In addition, there are consequences for unexcused absences.

1. Excused absences:
Parents or guardians must request in writing for an absence to be excused. Below are acceptable reasons for excused absences:

- **Personal illness or medical appointments**
- **Funeral service of an immediate family member (not exceeding one day)**
- **Illness or medical appointment of the parent/guardian**
- **Observance of Religious Holidays**
- **Professional Appointments (pre-approval of the administration is required)**

Students who are excused based on above reasons will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, will be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments should be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Make up Work for Excused Absences:
An absence from school, even for several days, does not excuse students from responsibilities in the classroom. On the day of return, it is the students' responsibility to find out what work is required and when the work needs to be completed. Students will be given the same number of days they were absent to make up missed work. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher or as outlined in the teacher's syllabus. It is the students' responsibility to take the test at that time. If the student fails to do this, the teacher is not obligated to set another time for make-up. Please check your teacher's syllabus for their individual policy.

2. Unexcused Absences:
Students will be marked unexcused if they:
- do not bring a written note within two school days following an absence.
- leave school without signing out at the school office.
- are absent from class without permission, including walking out of class.
- are absent from school without parental permission.
- get a pass to go to a certain place but do not report there.
- are absent for reasons **not acceptable** to the administration including but not limited to:
    - On vacation or out of town
    - Traffic
    - Car trouble
    - Did not wake up on time
    - Errands
    - Miss the bus
    - Work
    - Babysitting
    - Hair appointment
    - Needed at home

Make up Work for Unexcused Absences
If a student has an unexcused absence, any or all of the following may occur:
• Students may not be permitted to make up work following an unexcused absence.
• Teachers are not obligated to allow students to make up quizzes or tests.
• Students may receive an "F" or "zero" grade for the day in each class missed.

Emergency Leave - Emergencies and other personal necessity absences:
While parents/guardians are discouraged from taking their children on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off. Such approval must take place **prior** to the absences.

Truancy:

BayTech shall consider any student truant if s/he is inexcusably absent from his/her assigned location without the knowledge of the parent or the school.

As stated in the California Education Code Section 48260.5, truancy is against the law. The education

code also requires students to attend school until 18 years of age, or the completion of high school.

Consequences for Truancy:

- Up to one day suspension at administration's discretion and completion of community service hours

Truancy is determined if one of the following occurs:

- Students who are more than 30 minutes late without a valid excuse three or more times are considered truant.
- Students who regularly arrive late to school may be excluded from extracurricular activities, including proms, athletics, graduation ceremonies, and more.
- Every student that has three days of unexcused absence will be mailed a Truancy Letter.
- When the student reaches the third Truancy Letter he/she will have a total of nine unexcused absences.

3. Late Arrival to School (Tardiness):

The school starts the session at 8:15 every day. Students are expected to arrive to school on or before 8:15. A student is marked tardy (late) when the student arrives to school or reports to the first period class after 8:15.

Any arrival after 8:25, students must report to the office to sign in and proceed to their class with a late pass.

The time that a tardy student arrived is to be documented in every instance. BayTech requires that parents/guardians write a note of explanation when they have knowledge of their student's tardiness.

Students who arrive to school 30 minutes will be marked absent for the first period and will be marked absent for any period that they are late for more than 30 minutes. First period absences will be counted to calculate truancy.

Three unexcused late arrivals in excess of 30 minutes constitute truancy and can be counted in combination with one whole-day unexcused absence.

Excused Tardiness:

Parents are required to call the office or send a written explanatory note if their child(ren) arrives to school late. The student must report to the office when she or she arrives. If the student fails to do this, s/he will receive an unexcused tardy.

Unexcused Tardiness:

Students will be marked "Unexcused Tardy" if:

- The parent or guardian fails to inform the office.
- Students socialize and linger around the campus.
- Tardiness is a result of habitual oversleeping, missing the bus, or babysitting.
- Due to athletic workouts not sanctioned by the school or by the school's coach, socializing, or lingering in the halls.

If a student arrives at school late but without a note, s/he will get a "late slip" for admittance to class. The student will have two days to bring in a note to change this to an excused tardy.

Consequences for Tardiness

Habitual tardiness (defined as three unexcused tardy) for any class period will result in disciplinary action ranging from detention to suspension including loss of privileges.

Habitual Tardy (Truant Status)

Truancy notifications shall be communicated to the parents/guardians of students.

- Any unexcused tardy in excess of 30 minutes will be counted toward truancy.
- Three tardies in excess of 30 minutes constitute truancy and can be counted in combination with whole day truancy to establish truant and habitual truant status.

Classification of Initial Truancy

School staff shall classify and mail 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardiness of more than 30 minutes, or any combination thereof, in one school year and is being classified as truant (E.C. 48260).

Truant Repeat:

Any student who has once been reported as a truant as stated in Education Code, § 48260, and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be reported as a truant (Education Code, §48261). After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail a 2nd Truancy Letter.

Classification of Habitual Truancy:

Upon The third unexcused absence, the third unexcused tardy of more than 30 minutes, or any combination thereof, as a formal notification requesting a parent conference, the school staff shall classify and mail the 3rd Truancy Notification. This letter notifies the parent/guardian that the student has been re-classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for more than any 30 minute period, during the school day without a valid excuse; on five days or occasions (or any combination thereof). An administrator, designated staff shall hold at least one conference with a parent/guardian and the

student prior to the student being reclassified as a Habitual Truant (E.C.48262). The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

Early Dismissal of Students from School

Early dismissal from school is an important issue. Because BayTech is very concerned about students' safety and well-being, the following precautions will be taken to ensure students' safety:

- A student may be released only to a parent or guardian of record or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- A student may be released before the end of a school day, only upon request of a parent or guardian or for emergency reasons.
- A student may be released "on his/her own" only with verified parental permission.
- No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and parent or guardian.

II. Discipline Policies

Bay Area Technology School Student Code of Conduct

BayTech is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, BayTech takes a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Uniform and Personal Appearance

The uniform policy at BayTech helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day and wear the school uniform at all times except for "free dress days." Students may be sent home if they are not wearing the proper uniform. Refer to Student Uniform Policy in Appendix C.

IEP Process

1. Special Education

Parents/guardians must notify BayTech prior to their child's enrollment if the child was previously receiving special education services, has an Individualized Education Plan (IEP), and/or 504 Plan. A copy of the child's current IEP or 504 should be provided to BayTech no later than the child's first day of enrollment.

2. Child Find Mandate

The Individuals with Disabilities Education Act ("IDEA") includes the "Child Find" mandate, which requires BayTech to identify, locate, and evaluate all children with disabilities enrolled in its school. If BayTech has knowledge that a student has a disability, or is suspected of having a disability and may need special education and related services, BayTech must offer to assess the student. Indicators for when a student is suspected of having a disability and BayTech should thus offer an initial assessment include, but are not limited to the following:

1. Parent(s) expressed concerns in writing to BayTech administration or to one of student's teachers that student may be need of special education and related services;

2. Parent or school staff has requested an initial evaluation of the student;

3. Student's teacher, or other BayTech personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to BayTech supervisory personnel.

Note: A student should be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. See Tutoring and BayTech Student Success Team (SST) policies.

3. Special Education Assessments

A student may be referred for special education services at any time by BayTech staff, parents, or other service providers. Before a student can be assessed for eligibility for special education, or reassessed while receiving special education and related services, BayTech must develop an Assessment Plan and provide it to the parents for their **approval within 15 calendar days** from the date of receipt of a written request for a special education assessment.

Assessments must be administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments. For school-age children, the eligibility assessment must be completed **within 60 days** of BayTech's receipt of written parental consent for specified assessment activities and an Assessment Report provided to parents outlining required information. Please note that a student may demonstrate a disability, but may not necessarily be eligible for special education and related services. A student's IEP team will determine eligibility based on the requirement that the student's disability negatively or adversely affects his/her educational performance.

4. When is the IEP developed and the IEP meeting held?

Assuming eligibility is found, an IEP must be developed by the IEP team and implemented for each student, within 60 days of obtaining written parental consent of the Assessment Plan. For students already eligible for special education services, the IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate. An IEP meeting must be held within 30 days of receipt of any written request from a parent.

III. Expected Student Behavior

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what is expected from a BayTech student:

Policies, Procedures & Expectations:

All Baytech policies, procedures and expectations are to be followed and upheld during all school activities even off campus (i.e. sports events & field trips). A general best practice for determining if an action is acceptable is to answer the following questions:

1. Is it safe?
2. Is it legal?
3. Would you do it in front of your family?

Emergency Drills:

Fire drills, lockdowns/active shooters, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow the instructions given by the staff, and carry out all directions in an orderly fashion.

Sample Classroom Procedures and Consequences

Please check the teacher's syllabus for specific consequences that may include:

1. In Class Warning
2. Detention / Parental Notification
3. Student/Teacher Conference
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

*Administration supports teacher created procedures. Sequences may vary.

POSITIVE and NEGATIVE CONSEQUENCES

The school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship making, alternatives to aggression, etc.

Recording of Discipline Incidents

When behavior problems arise, BayTech will arrange a meeting with that student and the parent to develop a behavioral plan. If the student fails to abide by the discipline tracker rules or an agreement between the administration, parents, and student, cannot be reached, the student will be referred to the appropriate administrator.

Students with IEPs

If a student has a behavior plan in his/her IEP, the consequences cited in that plan will be used in the event of specific misbehavior. If the behavior(s) worsens or the frequency increases, the student's IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

Suspensions of students with disabilities cannot exceed ten days without a "manifestation determination." A student cannot be suspended for more than ten days for misconduct that is a manifestation of their disability. State law defers to federal law for most of the rules governing suspension and expulsion of special education students.

V. Unacceptable Types of Behavior and Consequences

The Bay Area Technology School administration is permitted a certain level of discretion in determining the appropriate disciplinary actions on a case-by-case basis. The policies outlined in this handbook are aligned with Section 48900 and 48915 of the California Education Code.

A pupil may be suspended or expelled for acts that are enumerated herein and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.

3. During the lunch period whether on or off the campus.

4. During, or while going to or coming from, a school-sponsored activity.

BayTech considers these the most serious offences, however, this is not a comprehensive list.

- Fighting
- Recording a Fight
- Plagiarism/Scholastic Dishonesty
- Accessing Inappropriate Websites
- Tampering with Hardware or Software
- Disrupting Learning
- Horseplay
- Violating the School Dress Code
- Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol
- False Fire Alarms
- Forging a Signature
- Gambling
- Vulgarity, Profanity and Obscenity
- Bullying & Cyber Bullying
- Harassment of Students, Teachers, Administrators, or Staff
- Behaving Disrespectfully towards Teachers or Staff
- Student Hazing
- Smoking or Use of Other Tobacco Products
- Stealing and/or Vandalizing School/Private Property & Graffiti
- Possession of permanent markers or aerosol cans at school
- Displaying Threatening Behavior
- Bringing Weapon in School
- Being aware of a weapon /drugs/alcohol on campus and not informing school staff
- Possession or Use of Fireworks
- Gang or Secret Society Symbols
- Arson
- Public Display of Affection
- Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules

The above practices will be handled and consequences will be issued on a case-by-case basis. However, BayTech considers all offenses that threaten anyone's safety, security and/or mental health, to be serious and appropriate disciplinary actions will be taken when necessary. This includes physical and mental harm such as cyberbullying, physiological bullying, exclusion and physical intimidation. The full list of policies regarding bullying & harassment can be found at: https://www.baytechschool.org/page/anti-bullying-policy

Fighting

Fighting is unacceptable for any reason at BayTech. A fight is defined as a physical altercation occurring between two or more students. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking, and pinching. Any fight and/or attempting to fight will involve disciplining all students involved.

- In addition to penalties set forth in this handbook, students involved in a fight on school ground or at a school activity may be charged criminally with disturbing the peace.
- Students who instigate fights, but are not actively involved (that is, students who carry rumors, put others up to fighting, or carry information back and forth between individuals who subsequently fight) may submit themselves to the same consequences as those who are involved in the fight. Students should report any incident immediately to an administrator or teacher.

Consequences:

1st Offense: Students charged with fighting will be suspended out of school for up to 5 days (or more) and/or possible expulsion.

Recording a Fight

The act of recording/videoing a fight between other students is not permitted. If a student is caught recording a fight with their cell phone, then the following disciplinary procedures will be followed:

Consequences:

The phone will be confiscated until the end of the day at which time it will be returned to the student's parents upon their request. (The school will recommend holding the phone until the end of the semester.)

The video will be deleted from the cell phone immediately.

The person responsible for recording the fight will be ***suspended out-of-school for three days.***

In addition, anyone who is caught forwarding the video to other students/persons will be ***suspended for an three days.*** If the student who recorded the fight is caught forwarding the video to other students/persons will be ***suspended for an additional three days.***

Any student, who posts the video on YouTube, Facebook, or any other social networking page, will ***be suspended and placed on probation for the remainder of the school year.***

Scholastic Dishonesty

Scholastic dishonesty includes (but is not limited to) cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is

unacceptable conduct. Each teacher sets their own standards of behavior for their classroom, and students are expected to know the standards and procedures for each of their classes.

Consequences:

1st Offense: Parent/Guardian contacted; Detention or up to one (1) day Suspension

2nd Offense: Meeting with Parent/Guardian; up to three (3) day Suspension

Plagiarism

Consequences:

1st Offense: It is recommended that teachers do not provide a letter of recommendation for the student; note in student file; one (1) day in-school suspension; complete a report on plagiarism; contact parent/guardian; teacher may deduct up to 20% of final grade

2nd Offense: Teachers are strongly encouraged to not provide a letter of recommendation for the student; note in student file; three (3) day in-school suspension; complete a report on academic dishonesty; parent conference; teacher may deduct up to an additional 25% (cumulative 45%) of final grade.

Accessing Inappropriate Websites

Consequences:

1st Offense: Parent/Guardian contacted; Detention and loss of privilege of using school computers for the remainder of the week; up to three (3) day suspension.

2nd Offense: Meeting with parent/guardian; up to five (5) day suspension; referral for possible Expulsion

Tampering with Hardware or Software

Consequences:

1st Offense: Parent/Guardian contacted; the student will repair, undo, reset, and delete tampering under supervision; the student may have to pay for computer technicians to undo tampering; up to a three (3) day Suspension.

2nd Offense: Meeting with parent/guardian; the student will repair, undo, reset, and delete tampering under supervision; the student may have to pay for computer technicians to undo tampering; up to a five (5) day Suspension.

Disrupting Learning

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, moving around class without permission, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination, and/or selling or trading personal possessions to other students.

Consequences:

Continuous classroom disruptions will result in parent conferences, probation, detention, Suspension, and/or Expulsion.

Horseplay

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumping at BayTech.

Consequences:

Horseplay will result in a parent conference, detention, suspension, or loss of privileges.

Violating Uniform Policy

A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook**.**

Consequences:

Students may be sent home or be required to stay in the office if they are out of uniform. Students will be sent home immediately if any of their clothing:

1. Is pornographic
2. Advertises drugs or alcohol
3. Advertises gambling
4. Is gang-related
5. Smells of marijuana or alcohol

Repeated non-compliance of uniform policy may result in parent conference, probation, detention, suspension.

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers may be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

Consequences*:*

Parent/guardian and law enforcement officials contacted; ten (10) day Suspension pending Expulsion proceedings

False Fire Alarms

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also a violation of the State Law.

Consequences*:*

Parent/Guardian contacted; five (5) day Suspension; restitution for any damage(s); possible prosecution.

Forgery of Signatures

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Consequences:

1st Offense: Parent/Guardian contacted; up to three (3) day Suspension; possible Expulsion

2nd Offense: Parent/Guardian contacted; up to five (5) day Suspension; possible Expulsion

Gambling

Consequences:

1st Offense: Parent/Guardian contacted; possible Detention and confiscation of the card(s), dice etc. with retrieval only by parent/guardian; up to three (3) day suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension

Vulgarity, Profanity and Obscenity

Any gesture or material of this nature is not permitted at school or school functions.

Consequences*:*

1st Offense: Parent/Guardian contacted; Detention, up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension

Bullying & Cyber Bullying

Bullying is not permitted at BayTech. In addition BayTech will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. <u>This includes the use of social media for wrongful purposes.</u>

Each BayTech student agrees to:

• Value student differences and treat others with respect.

• Not become involved in bullying incidents or be a bully.

Consequences:

1st Offense: Parent/Guardian contacted; Detention; up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension, possible Expulsion

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcoming advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5)

Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Consequences:

1st Offense: Parent/Guardian contacted; up to three (3) day Suspension and/or possible Expulsion

2nd Offense: Meeting with parent/guardian; up to five(5) day Suspension and/or possible Expulsion

Behaving Disrespectfully towards Teachers or Staff

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written, is considered a form of disrespect.

Consequences:

1st Offense: Parent/Guardian contacted; detention, up to three (3) day suspension

2nd Offense: Meeting with Parent/Guardian; up to five (5) day suspension, possible Expulsion

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent, or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Consequences:

Parent/Guardian contacted; Administrative discretion with a recommendation for Suspension; possible Expulsion; possible prosecution

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, cigars, herbs, vaping, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers may be searched if the presence of such items is suspected.

Consequences:

1st Offense: Parent/Guardian contacted; up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/ vandalism/ graffiti that the student commits. Theft or vandalism of school property can carry heavy legal penalties.

No Permanent markers or aerosol cans are allowed at school.

Consequences*:*

1st Offense: Parent/Guardian contacted; administrative discretion; restitution if required; up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; administrative discretion; up to five (5) day Suspension; restitution if required; police report filed when needed and/or possible expulsion.

Displaying Threatening Behavior

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats (“hard” stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempting to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Consequences:

1st Offense: Parent/Guardian contacted; Detention; up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension and/or possible expulsion.

Bringing Weapon in School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers may be searched by administration or law enforcement if they suspect the presence of such items.

Consequences:

Parent/Guardian and law enforcement officials contacted; ten (10) day Suspension with a recommendation for Expulsion; possible prosecution

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff

You will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Consequences:

1st Offense: Parent/Guardian contacted; Detention; up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension; possible Expulsion

Gang and Secret Society Symbols

No gang activity (defined as disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs) or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority, or fraternity.

Consequences:

1st Offense: Parent/Guardian contacted; up to three(3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension; possible Expulsion

Arson

Intentionally starting any fire or combustion on school property

Consequences:

Meeting with parent/guardian; law enforcement officials contacted; possible Suspension and/or Expulsion

Public Display of Affection

Public displays of affection are not allowed.

Consequences*:*

1st Offense: Parent/Guardian contacted; conference with student.

2nd Offense: Meeting with parent/guardian; Detention; up to two (2) day Suspension; possible Expulsion

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules

Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a BayTech school rule shall be subject to the following discipline.

Consequences*:*

1st Offense: Parent/Guardian contacted; conference with student, Detention, up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension; possible Expulsion

DUE PROCESS

All students at BayTech are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, detention, to emergency removal from a school activity, suspension, expulsion, and criminal prosecution.

BayTech reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken.

All students at BayTech have the right to feel that they are physically, emotionally, and intellectually safe. Therefore, if at any time a student feels they are the subject of harassment, hazing, threats, or other intimidating behavior, they should immediately speak to a teacher or an administrator about the problem. The situation will be investigated as soon as possible. All reports of this nature will be kept completely confidential.

Similarly, if a student is concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, that student should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports of this nature will be kept completely confidential.

Discipline Committee

The principal or administrator designee can set up a discipline committee that includes a team of teachers to discuss issues. The discipline committee will present their findings to the principal. The principal will make the final decision.

Detentions

BayTech may host detentions, which will be assigned to students as consequences. Specific dates and times will be given to students and parents.

Detentions

**Any student sent out from class will receive a detention.*

5 detentions = behavior contract

*Detention accumulation is on a semester basis

In-School Suspension (ISS)

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

In School Suspension

2 In School Suspensions (ISS) = Out of School Suspension (OSS)

Expulsion will be in accordance to Ed Code.

Out of School Suspension

Notice of suspension and the reasons for the suspension will be given to the student and the parent in writing. If a student is suspended, s/he is responsible for contacting teachers within three school days upon returning to school to make up work that he or she misses during the suspension.

If a student receives two (2) disciplinary actions that require suspension (OSS), the third disciplinary action that requires another suspension may start the expulsion process. Suspensions are cumulative for each academic year.

Students and parent/guardian may appeal a suspension granted for more than four (4) days, within one (1) school day of the suspension. This appeal will be made to the Executive Director. The student may not attend classes until the appeal is heard, but they will be able to turn in work for the classes they miss while waiting for the appeal and receive credit for that work. All responses on suspensions will be held within two (2) school days of the appeal being made.

Expulsion

A student may be expelled either by the BayTech Board following a hearing before it or by the BayTech Board upon the recommendation of an Administrative Panel to be assigned by the BayTech Board as needed. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Student has committed an expellable offense.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of BayTech' disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

In the event an Administrative Panel hears the case, it will make a recommendation to the BayTech Board for a final decision whether to expel. The final decision will be made at the next scheduled board meeting. The student shall have no right of appeal from expulsion as the Board decision to expel is a final decision.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

ENUMERATED OFFENSES

Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.

8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, or vaping. This section does not prohibit the use of his or her own prescription products by a student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or have sold prescription drugs.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

III. General Policies

A. SCHOOL ACTIVITIES

BayTech will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

School administration reserves the right to refuse anybody to attend these activities based on academic and behavioral concerns.

Field Trips

Field Trips offer exciting ways to learn. BayTech students may have the opportunity to go on field trips at various times throughout the school year. BayTech plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break. Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

After School Activities

BayTech offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

• Be with a teacher or other staff member at all times.
• Arrange to have their transportation pick them up at the end of the activity.
• Abide by the BayTech code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

BayTech is not responsible for students not participating in after school activities. Those students must leave the campus within ten minutes of school dismissal time.

Academic Tutoring Program

- Tutoring will be available as part of the BayTech after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.

B. ILLNESS, INJURY, AND MEDICATION POLICIES

BayTech does not have a nurse on staff. The office staff can assist students with basic first aid treatment; however, office staff are not registered nurses. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

Illness or Injury during the school day

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

Illness at Home

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student must be kept at home.

Medications

If a student is required to take a medication during school hours, the following procedures must be followed:

- All medications must be in the original container.
- The container must be clearly marked with the students first and last name.
- A “Request for Medication to be Taken During School Hours” form must accompany all medication, containing instructions for administration, including exact times and dosages. The “Request for Medication to be Taken During School Hours” will be filed in the student’s folder. This form can be obtained from the Main Office.
- All medications are to be delivered to the Main Office and be picked up at the end of the day. The school is not liable for any medication not picked up after school.
- Children with chronic conditions may be exempted from this rule only after a conference between the parents/guardians and the principal.

Contagious Diseases

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home. The school may require a clearance from a doctor before the student returns to school.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

C. PARENTAL INVOLVEMENT AND SUPPORT

Since your child’s education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

Parents/Guardians are asked to:

- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with the BayTech student handbook and explain it as necessary.

D. PARENT/TEACHER COMMUNICATION

- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly. Teacher's email addresses can be found on the school website, through Aeries, or on the teacher's Google Classroom site.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/ teacher/ student conferences are strongly encouraged when an appointment is made prior.

E. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office, (510) 382-9932, if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.
- All contact and communication by phone for disciplinary purposes or other school related issues will be made by the school personnel or administration. Any parent/guardian arriving on campus to discuss or investigate any matter will not be seen if they have been contacted by their child and not the school personnel or administration. It is very important parents demonstrate appropriate behaviors on school grounds, they must not disrupt school procedures, and they must conduct themselves according to the behavior expectations outlined in the handbook. Any failure to comply will result in the following procedures:

❖ The parent/guardian will be asked to leave the school ground immediately. (see penalties for disruption/ouster)

❖ If safe and possible, an in person discussion should be held to convey the seriousness of the school's concerns regarding the behavior. Include at least one other school employee in the meeting.

❖ A follow-up warning letter should be sent summarizing your conversation and warning them of the consequences of future misbehavior. The letter will be from the school or the school's attorney.

❖ An Ouster will be issued for 14 days. (14 day ouster)

❖ A Temporary Restraining Order could be filed (TRO) then a permanent injunction for up to 3 years

Penalties for Disruption

Education Code § 44811, disruption by a parent or guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of not less than five hundred dollars ($500) and not more than one thousand dollars ($1,000) or by imprisonment in a county jail for not more than one (1) year, or both.

California Penal Code § 626.7: failure to leave after being asked or if you return without following the proper procedures, you will be guilty of a crime which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

Ouster

California Penal Code § 626.8: Notice to Leave Immediately, which applies for seven (7) days. This applies when the person's presence or acts

interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities.

California Penal Code § 626.4: Withdrawal of Consent for Fourteen (14) Days. Applies when whenever there is reasonable cause to believe that such person has willfully disrupted the orderly operation of such campus or facility.

F. VISITORS

All visitors including parents and guardians must report to the main office when they arrive, sign in, and obtain a visitor's pass if they are to go to any part of the building. To prevent interruption to the instructional program, we request that all items brought to the schools are left in the office labeled with the name of the teacher and student. Student visitors are NOT permitted, at any time, on campus. Visitors must make prior arrangements with administration and must be approved to visit BayTech at any time.

G. AERIES SCHOOL INFORMATION SYSTEM

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/ upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

All discipline entries will remain on Aeries for the entire year.

H. PHONE USE

In case of emergency, students may go to the office with a hall pass from a teacher.
Please note: The office phone is for EMERGENCY calls only

I. INTERNET USE

- Access is a PRIVILEGE, not a right.
- Internet access is given to student users who agree to act in a considerate and responsible manner.
- School personnel may access an internet user's files.

Users may not:

- Use another person's username and/or password.
- Use the network for commercial, political and/or personal non-academic uses.
- Access the system to encourage the use of drugs, alcohol, or tobacco.
- Access material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment of others based on their race, national origin, gender, sexual orientation, age, disability, religion, or political beliefs.
- Use the Internet in any unethical or illegal manner
- Use personal email accounts, any instant messaging programs or any personal social media accounts
- Use proxy websites to access blocked websites by School Administration
- Violate any copyright laws
- Use non-educational games
- Damage the computer, computer systems, or computer networks
- Trespass in another's folders, work, or files
- Change the computer settings

Violation of the above rules may result in loss of Internet access for the entire school year as well as other disciplinary actions. If the user is not sure how to do something on the computer, ask a teacher or the system administrator. Failure to comply with computer rules will result in a lowered grade and other disciplinary consequences.

J. ELECTRONIC DEVICES

BayTech policy regarding possession of cellular phones, any personal electronic devices, headphones/wireless headphones, iPods, MP3 players, cameras, tablets, video cameras, laptops, and recording devices is as follows:

- Students may use cell phones/electronic devices before and after school.
- Students may not use cell phones or other devices in classrooms or on school grounds during school hours.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/ vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.
- For all confiscated devices, refer to the Cell Phone (and other electronics) Policy in Appendix D.

K. LOST AND FOUND

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the main office. Items not picked up will be donated monthly.

BayTech does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.

N. TEXTBOOKS

Textbooks and workbooks are issued at teachers' discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are

responsible for the care of all textbooks and workbooks. Books are to be returned to the school in good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers.
Parents/Guardians will be held responsible for the damage or loss of textbooks.

O. MEAL PROGRAM

- BayTech participates in the CA Universal Meals Program. Breakfast and lunch are offered daily at no charge to all students.

P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES

- Parents may contribute ten dollars ($10) to supply a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by BayTech.
- If the local public schools announce that the students will be dismissed, BayTech will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because BayTech has to account for all students.
- BayTech Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

Q. STUDENT TRANSFER

- Any student transferring out of Bay Area Technology School must complete the “Student Transfer Form” which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/ guardian’s responsibility to complete the form. The school is not responsible for having it completed.
- It is the student’s parent(s)/ guardian(s) responsibility to contact the school that student will be transferring to. It is the parent’s responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.
- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents are responsible to pay for damages on the textbooks.

R. DRESS CODE

BayTech has a uniform policy to help create a safe, orderly environment, instill discipline, easily identify our students, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students may be sent home if they are not in proper uniform. Students will be sent home immediately if clothing students will be sent home immediately if their clothing is pornographic, advertises drugs or alcohol, advertises gambling, is gang-related, smells of marijuana or alcohol. This uniform policy will be enforced, without exception, from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the BayTech uniform. We rely on your understanding and your parents’ and/or guardians’ support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, BayTech requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to obtain written permission from the school’s administration immediately. Students not following the uniform policy may remain in the office and participate in independent study.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year. The policies below will be strictly enforced during free dress days as well.

- All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts and hooded sweatshirts are acceptable; however printing on clothing must be suitable for school, no inappropriate image(s) or language may be displayed.
- On free dress days or other days, students will be sent home immediately if their clothing: is pornographic, advertises drugs or alcohol, advertises gambling, is gang-related, smells of marijuana or alcohol. The administration has discretion in determining appropriateness of images or language on clothing.
- Ripped pants or tops are not allowed
- Mini-skirts, and short shorts are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.

- Hats, hoods, gloves, bandanas, or sunglasses are not permitted to be worn in school



Additional Policies

Employee-Student Relations Policy

Boundaries Defined

For the purposes of this policy, the term “Boundaries” is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust

Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee’s perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from BayTech
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

- Giving students a ride to/from BayTech or BayTech activities without parental permission
- Allowing students in your home without signed parent permission for a preplanned and pre- communicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, instant messages, social media messages, or letters to students if the content is not about BayTech activities and not in accordance with applicable BayTech policies or in violation of the BayTech's Social Media Policy
- Being "friends" with a student or "following" a student on any personal or non-BayTech social media website
- Communicating with students or parents/guardians in violation of BayTech's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on school social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)
- Obtaining formal approval (BayTech and parental) to take students off BayTech property for activities such as field trips or competitions
- Emails, text messages, phone conversations, and other communications to and with students must be professional and pertain to BayTech activities or classes, and communication should be initiated via school-based technology and equipment
- Keeping reasonable space between you and students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from senior staff or site administrators if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing the Executive Director/Principal about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later

- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes
- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of BayTech

Reporting Violations

When any employee, parent, or student becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to an administrator or the Executive Director/Principal. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and BayTech as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to site administrators and/or the Executive Director/Principal. Reporting such incidents to the Executive Director/Principal or other site administrators does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact their administrators.

Investigating

The Executive Director/Principal will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the

allegation also constitutes such a reportable allegation, the Executive Director/Principal shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, the Executive Director/Principal or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

Violations

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

Staff will be trained annually on Child Abuse Reporting.

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Bay Area Technology School ("BayTech") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, BayTech will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. BayTech school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, BayTech will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which BayTech does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. BayTech will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Seth Feldman or designee
Executive Director/Principal
director@baytechschool.org 510.382.9932

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by BayTech.

BayTech is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any

individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
    - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex

- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
    - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by BayTech.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying

also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
    b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
    c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

<u>Grievance Procedures</u>

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Seth Feldman or designee
Executive Director/Principal
director@baytechschool.org 510.382.9932

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

BayTech acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

BayTech prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of BayTech, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences
Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures
When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the Student/Family Handbook and UCP Policy.

5. Right of Appeal
Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the following Dispute Resolution Process:

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize BayTech to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by the Charter School</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Policy And Procedures

Scope

Bay Area Technology School ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Economic Impact Aid, and Tobacco-Use Prevention Education.

3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(4) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Executive Director finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

(5) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, of if the Executive Director finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Seth Feldman
Executive Director
sfeldman@baytechschool.org
8251 Fontaine St. Oakland, CA. 94605
510.382.9932

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director/Principal or designee. Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

• Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

• Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

• Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

• Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

• Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

BayTech Ombudsperson

BayTech students and families may also contact our ombudsperson with questions, complaints, or concerns. As per school district policy, the ombudsperson cannot be school administrator or any staff member that reports to the school's administration. Our 2023-2024 ombudsperson is:

Lynn Carlisle

lcarlisle@baytechschool.org

Any ombudsperson changes will be announced on the School Board section of the BayTech website.

Appendix A - Graduation Requirements

BAYTECH Graduation Requirements

Subject	Requirement
History/ Social Science	**3 years:** World History, US History, American Gov. (1 Semester), Econommics (1 Semester)
ELA/ English	**4 years:** English 1, 2, 3 & English 4 or AP English Language & Composition
Math	**3 years:** Algebra 1, Geometry and Adv. Algebra 2/Finite Math or a higher course
Science	**2 years:** Completion of two out of the following: Biology, Chemistry or Physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement
Language other than English	**2 years:** Two years, or equivalent to the 2nd level of high school instruction of the same language. (Three years/3rd level of high school instruction recommended)
Visual and Performing Arts	**1 year:** One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts
College-preparatory elective	**1 year:** One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts
Physical Education	**2 years:** PE 1 and PE 2 or other qualifying elective class.

Passing Grade: C- or higher

1 Year: 2 Semesters

Minimum GPA Requirement: 2.0 GPA

Credit Requirement: 230 + Credits

Graduate with Honors

Cum Laude: 3.5 + GPA

Magna Cum Laude: 3.7 + GPA

Summa Cum Laude: 3.9 + GPA

Appendix B - Bell Schedule

BAYTECH 2025-2026 Bell Schedule

Middle School - Regular Day

BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Lunch	Lunch	12:15 PM	12:45 PM
Eagle	Eagle	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
Eagle Take-Off	Eagle Take-Off	2:35 PM	2:40 PM
After School Program	After School Program	2:45 PM	6:00 PM

High School - Regular Day

BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Eagle	Eagle	12:15 PM	12:45 PM
Lunch	Lunch	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
5	10	2:35 PM	3:40 PM
Eagle Take-Off	Eagle Take-Off	3:45 PM	3:50 PM
After School Program (9th Grade only) & Sports (All grades)	After School Program (9th Grade only) & Sports (All grades)	3:55 PM	6:00 PM

Middle School - Minimum Day

Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Lunch	Lunch	11:15 AM	11:45 AM
Eagle	Eagle	11:50 AM	12:05 PM
4	9	12:10 PM	12:55 PM
Eagle Take-Off	Eagle Take-Off	1:00p	1:05 PM

High School - Minimum Day

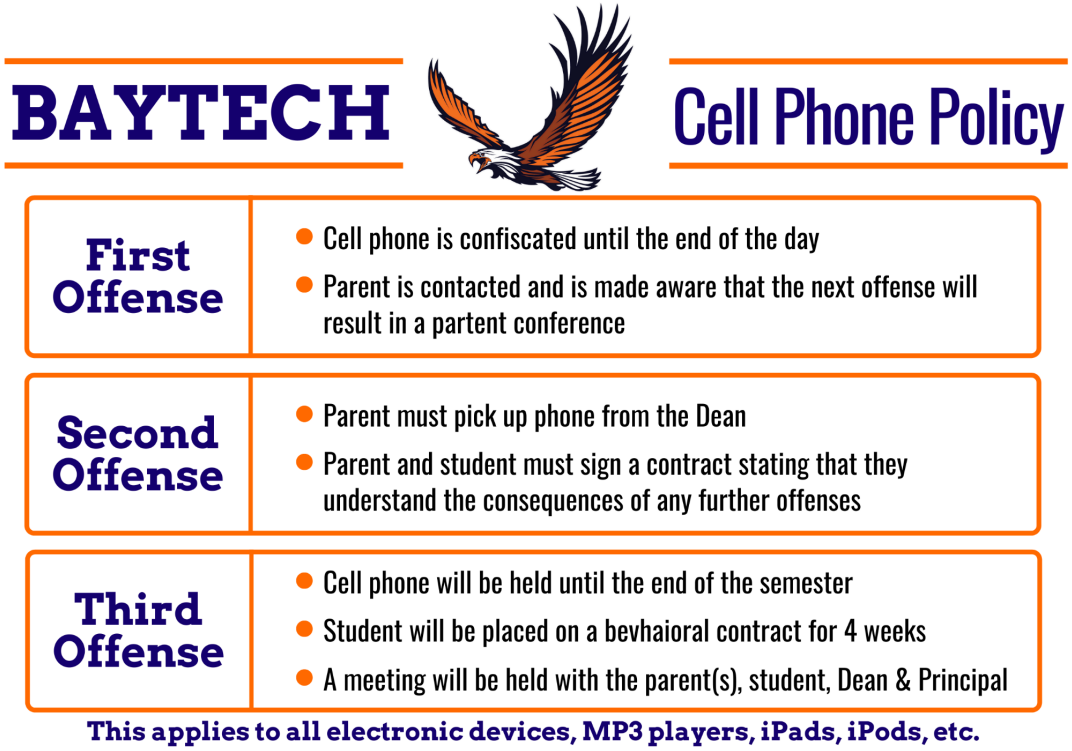
Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Eagle	Eagle	11:15 AM	11:45 AM
Lunch	Lunch	11:50 AM	12:05 PM
4	9	12:10 PM	12:55 PM
5	10	1:00 PM	1:45 PM
Eagle Take-Off	Eagle Take-Off	1:50 PM	1:55 PM

Appendix C - Uniform Policy



Appendix D - Cell Phone Policy



Appendix E - State Testing Notification

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

- **Who takes these tests?**
  - Students in grades 6–8 and grade 11.
- **What is the test format?**
  - The Smarter Balanced assessments are computer-based.
- **Which standards are tested?**
  - The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

- **Who takes these tests?**
  - Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.
- **What is the test format?**
  - The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.
- **Which standards are tested?**
  - The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

- **Who takes the test?**
  - Students take the CAST in 8th and 11th grade.
- **What is the test format?**
  - The CAST is computer-based.
- **Which standards are tested?**
  - The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science

- **Who takes the test?**
  - Students whose IEP identifies the use of an alternate assessment take the CAA for Science in 8th and 11th grade.
- **What is the test format?**

    - The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.
- **Which standards are tested?**
    - Alternate achievement standards derived from the CA NGSS.

CAASPP: California Spanish Assessment (CSA)

- **Who takes the test?**
    - The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.
- **What is the test format?**
    - The CSA is computer-based.
- **Which standards are tested?**
    - The California Common Core State Standards en Español.

ELPAC

- **Who takes the test?**
    - Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
- **What is the test format?**
    - Both the Initial and Summative ELPAC are computer-based.
- **Which standards are tested?**
    - The 2012 California English Language Development Standards.

Alternate ELPAC

- **Who takes the test?**
    - Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.
- **What is the test format?**
    - Both the Alternate Initial and Alternate Summative ELPAC are computer-based.
- **Which standards are tested?**
    - Alternate achievement standards derived from the 2012 California English Language Development Standards.

Physical Fitness Test

- **Who takes the test?**
    - Students in grades 5, 7, and 9 will take the FITNESSGRAM ®, which is the test used in California.
- **What is the test format?**

    - The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
- **Which standards are tested?**
    - The Healthy Fitness Zones, which are established through the FITNESSGRAM ® .

Appendix F - Data Sharing - California College Guidance Initiative (CCGI) & California Pupil Achievement Data System (CALPADS)

Bay Area Technology School (BayTech) is happy to share that we are partnering with the California College Guidance Initiative (CCGI) to help your child develop a well-informed college and career plan.

1. CCGI is a nonprofit that was hired by the state of California to work with school districts to ensure that: all high school seniors in California graduate with clear postsecondary goals and a plan for how to achieve them.

2. Each student's academic transcript data follows them as they advance from high school to college to reduce information gaps that could otherwise hinder their success.

As part of this effort, CCGI manages the state of California's college and career planning platform, CaliforniaColleges.edu. This web-based platform offers students, families, and educators a single access point for college, career and financial aid planning. It offers planning and application tools, along with information to help plan for life after high school.

With transcript-informed functionality in CaliforniaColleges.edu, BayTech's students have access to exclusive tools and resources to support their college and career planning. These resources are only provided when students' transcript data is uploaded from the BayTech's Student Information System (SIS) into CaliforniaColleges.edu in accordance with all state and federal student privacy laws.

The benefits of the transcript-informed functionality include giving students access to California State University (CSU) and University of California (UC) eligibility tools to view progress towards meeting the "A-G" course requirements. This will help your child know if they are taking the right courses in high school to meet their goals after graduation.

You and your student can use the platform to keep track of application deadlines and submissions. Students can apply to a California Community College, CSU, and UC directly from CaliforniaColleges.edu.

The district's transcript-informed accounts allow key information to transfer from your student's account to these applications, making the entire process faster and easier. It also allows your student's verified course information to be shared directly with community colleges and CSUs, helping those colleges make faster and better decisions about admission, placement, and financial

aid. Students can also launch and track their FAFSA or California Dream Act Applications from their account, potentially smoothing the process of determining Cal-Grant eligibility.

Should you wish to opt-out from the district's disclosure of your Student Information, please indicate your choice in the online registration form. Opting out will remove your student's access to CaliforniaColleges.edu's transcript-informed functionality.

If you have any questions, please contact our Academic Counselor, Ms. Johnson, at bjohnson@baytechschool.org.

Appendix G - Chromebook Policy & Handbook Acknowledgement

Chromebook Policy

General Precautions

- A BayTech issued Chromebook is the property of Bay Area Technology School.
- If a student needs assistance with their chromebook, please contact the **helpdesk@baytechschool.org**
- Parents can opt their student out of chromebook use by notifying the school in writing: **Attn: info@baytechschool.org**

Lost or Intentionally Damaged Device and Accessories:

● A Chromebook or any of its accessories that are lost (whereabouts unknown) or intentionally damaged is the responsibility of the student and parent involved in the loss of property.
● The user will not be given another device or accessory to use until the replacement cost of the lost/damaged device or accessory is paid to the school.
● Replacement of the Chromebook ($200 for devices purchased by BayTech School)
● Damaged Screen - $30 (depending on the type of device)
● AC Adapter & power cord - $15

Screen Care

The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

AVOID:

- Leaning on top of the Chromebook.
- Placing anything near the Chromebook that could put pressure on the screen.
- Placing anything in the carrying case that will press against the cover.
- Placing anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Poking the screen.
- Stepping on the Chromebook

- Eating on or around the Chromebook

Chromebooks must remain free of any decorative writing, drawing, stickers, paint, tape, or labels that are not the property of Bay Area Technology Schools. Spot checks for compliance can/will be done by administration or BayTech Technicians at any time. **NOTE:** Students who do not handle the Chromebooks properly will be warned by the **teacher**, and if necessary, have their Chromebook privileges taken away until they can prove they can comply with the rules. **Parents** will also be called by the **teacher** about the negligent use and review the consequences that will apply if the students break or vandalize the Chromebooks.

By signing the Chromebook Policy Acknowledgement, I agree to the following statements.

- I will take good care of the assigned Chromebook and understand that I will only be using it in the classroom.
- I will never leave the assigned Chromebook unattended in an unsecured or unsupervised location.
- I will never loan out the assigned Chromebook to other individuals.
- I will know where the assigned Chromebook is at all times.
- I will keep food and beverages away from the assigned Chromebook.
- I will not disassemble any part of the assigned Chromebook or attempt any repairs.
- I will protect the assigned Chromebook by always carrying it in a secure manner to avoid damage.
- I will use the assigned Chromebook in ways that are appropriate for education.
- **I will not place decorations (stickers, markers, writing, etc.) on the Chromebook.**
- I will follow the policies outlined in the Chromebook Policy Handbook and the BayTech District Acceptable Use Policy.
- I understand that a Chromebook is classroom instructional materials and any loss or damage is my responsibility.
- If the assigned Chromebook appears to be broken or fails to work properly, I will immediately notify the teacher.
- I agree to return the Chromebook to the Chromebook cart in good working condition at the end of each class.
- I agree to access and utilize websites that are authorized by BT only
- I agree I will not access inappropriate websites, or attempt to bypass safety precautions BT has established; failure to comply will result in your chromebook/technology privileges being suspended and/or terminated

.

PARENT-STUDENT AGREEMENT

Parent Pledge

The handbook can be found in the “Parent” section for the BayTech website. **Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning this form**. Bay Area Technology School’ Parent-Student Contract identifies the responsibilities of parents and students of the School Community in the realization of the School's vision. With the support of parents & guardians, we are able to provide the best education possible for our students and set them up for success. Any changes or additions to this handbook will be given to the students and parents in writing.

I understand that my child’s studies are very important and my participation in activities at BayTech is a critical component of my child’s educational success. Therefore, as the parent/guardian, I agree to carry out the following responsibilities to the best of my ability.

Academics & Attendance

I agree to…

- do my best to help my child with home projects.
- provide a quiet place for my child to study.
- encourage my child to complete his or her homework.
- ensure that my child attends school every day and arrives on time rested, clean, well-fed, and appropriately dressed (in student uniform).
- notify the school when my child is absent and provide appropriate documentation.
- ensure that all school materials loaned to my child will be returned in the condition issued (textbooks, library books, etc.)

Community Partnership

I agree to…

- volunteer for the School as much as I can.
- attend and actively participate in:
    - Parent/Teacher/Student Conferences and meetings (At least two in a semester) and parent involvement activities
    - Orientation meetings prior to the start of School.
    - BayTech events, such as the STEM Expo and Open House, with my child at least once a year.
- ensure that my child does not destroy materials (textbooks, equipment, etc.) and/or BayTech property and that my child does not bring destructive materials to school (markers, paint, etc.). Any damages to materials and/or property incurred by my child will be at my own expense.
- understand that if my child brings or possesses any weapon is grounds for expulsion from BayTech.

Enrollment & Support

I agree to…

- enroll my child in academic enrichment programs (tutoring, Saturday School, etc.) if the teacher/school deems it necessary.
- follow through with any problem behaviors noted by any teacher.
- emphasize to my child that they are to adhere to the BayTech Discipline Code at all times.
- promote problem-solving and norms showing that our community does not tolerate bullying.
- enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- notify the office immediately if there is a change of home address or phone number.

Student Pledge

I am aware of my responsibilities and will do my best to satisfy my parents/teachers expectations at BayTech because this will help me do better in the future. I agree to really try and do the following.

I agree to...

- obey the School's Code of Conduct.
- come to school dressed in uniform every day and on time.
- do all the homework assigned to me the best way I can and turn it in on time. I will talk to my teachers if I have questions about my work.
- serve my school community by respecting others and the environment around me.
- be proactive against bullying.
- be responsible with my words and actions, in the hallways, in the classroom, on the sports fields and communicating with other students via social media.
- take good care of my books and other materials the school allows me to use.
- bring my school supplies every day.
- be aware and follow the discipline policies and guidelines.
- review this handbook because it is my responsibility to know all school policies/procedures.

Social Media Policy

Technology can be a great asset to learning, but can also cause distractions and negative repercussions. As educators, it is our job to teach proper use of the internet and the effects of social media. Therefore, **students are responsible for their own behavior when communicating with social media with regards to the Bay Area Technology School's conduct. Students will be held accountable for the content of the communications that they state/post on social media locations.** Additionally, students may not disrupt the learning atmosphere, educational programs, school activities, and the rights of others in any regard including social media.

Bay Area Technology School reserves the right to determine if any guideline not appearing in the list below constitutes acceptable or unacceptable social media use.

While using Social Media, students are expected to...

- not promote illegal drugs, illegal activities, violence, and drinking.
- state/post only what they want the world to see. Imagine your parents, the teachers, and the administrators visiting your social media. Essentially, once a student shares something it is likely available after (s)he removes it from the social media platform and could remain on the internet permanently.
- be cautious when they use exaggeration, colorful language, guesswork, derogatory remarks, humor, and characterizations. It is difficult for readers to determine the seriousness of the statements/posts.
- stay informed and cautious for new problems in the use of social media.
- comply with the rules that have been established for the Bay Area Technology School's educational social media.

<u>Additional Rules & Guidelines</u>

- Aside from cyberbullying, sexual harassment can occur on the internet as well. Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones or any other communication device. Sexting will not tolerated in any form and will be concidered sexual harassment.
- Computer hacking can also be prevented by running updated malware protection to avoid spyware, adware, spiders, bots, crawlers and other infections that may be placed on their social media and computer to obtain personal information, breach security, and cause various technology problems.
- BayTech reserves the right to inspect all BayTech property to ensure compliance with its rules and regulations, without notice to the student or parent/guardian and at any time.
- Students are reminded that BayTech's various electronic communications systems, including, but not limited to, its electronic devices, computers, email accounts, tablets, and other similar devices, are the property of BayTech. All communications and information transmitted by, received from, or stored in these systems, including student email accounts & Google Drive are school records.
- BayTech may, and does, monitor its students' use of these electronic communication systems. BayTech may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that a student has engaged in a violation of this, or any other, school policy. As a result, students do not have a reasonable expectation of privacy in their use of or access to BayTech's various electronic communications systems, devices and accounts.

Please read, sign, and detach the remaining pages.

Families are required to submit signed forms to the office.

Handbook & Chromebook Policy Acknowledgement

Agreement to the BayTech Handbook and Chromebook Policies

I have read and reviewed the Bay Area Technology School Student/Parent Handbook including the Chromebook Policy located at https://www.baytechschool.org/page/parentstudent-handbook. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I understand that Bay Area Technology School can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this Handbook and Chromebook Policy will outweigh any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the principal or his or her designee.

Parent/Guardian's Full Name: _____

Parent/Guardian Signature: _____ **Date:** _____

Student's Full Name: _____ **Grade:** _____

Student's Full Name: _____ **Grade:** _____

Student's Full Name: _____ **Grade:** _____

Student's Full Name: _____ **Grade:** _____

Student's Full Name: _____ **Grade:** _____

Student's Full Name: _____ **Grade:** _____



BayTech Employee Handbook

2025-2026

Bay Area Technology School
1445 23rd Avenue
Oakland, California 94606
Phone: (800) 741-1220
www.baytechschool.org

General Policies **5**
Introductory Statement 5
Right to Revise 5
Preamble 5
Commitment to the Students 6
Commitment to the Public 7
Commitment to the Profession 7
At-Will Employment Status 8
Equal Employment Opportunity 8
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy 8
Unlawful Harassment 9
Retaliation 10
Complaint Procedure—Discrimination, Unlawful Harassment, Retaliation 10
Uniform Complaint Procedure 11
Whistle Blower Policy 12
Hiring **14**
Employee Classifications 14
Exempt Employees 14
Non-Exempt Employees 14
Full-Time Employees 14
Part-Time Employees 14
Regular Employees 14
Temporary Employees 15
Hiring Requirements 15
Certification 15
Tuberculosis Testing 15
Criminal Background Checks 15
Immigration Compliance 15
Job Duties 16
Leaves Of Absence **17**
Bereavement Leave 17
Pregnancy Disability Leave 17
Family/Medical Leave 18
Leave Procedures 19
Returning to Work 20
Carryover 21
Intermittent Leave 21
Paid Sick Leave 21
Eligible Employees 21
Permitted Use 21
Accrual Rate, Maximum, and Carryover 22
Limits on Use 22
Notification 22

Termination 22
No Discrimination or Retaliation 23
Domestic Violence Leave 23
Jury Duty and Witness Leave 23
Military Leave 24
Emergency Duty/Training Leave 24
School Activities 24
Suspended Pupil/Child Leave 25
Time Off for Voting 25
Victims of Crime Leave 25
Military Spouse Leave 25
Adult Literacy Leave 26
Alcohol and Drug Rehabilitation Leave 26
Civil Air Patrol 26
Leave for Bone Marrow and Organ Donors 26

Benefits **28**
State Disability Insurance 28
Unemployment Compensation 28
Paid Family Leave (“PFL”) 28
Social Security 28
Workers’ Compensation 28
Worker’s Compensation and FMLA/CFRA 29
Workers’ Compensation and Paid Sick Leave 29
Other Benefits 30
Healthcare Insurance 30
Retirement Plan 30
External Employee Education 30

Management **32**
Enrollment Preference Plan 32
Employee Property 32
Employment of Relatives 32
Dispute Resolution Policy 32
Personnel Records 33

BayTech Property And Operational Considerations **34**
Employer Property 34
Lactation 34
Housekeeping 34
Off-Duty Use of Facilities 34
Parking 35
Solicitation and Distribution of Literature 35
Electronic and Social Media 35
Social Media 36

Standards of Conduct 36
Creating and Using School Social Media 38
Access 38
Discipline 39
Retaliation Is Prohibited 39
Questions 39
Taking Photographs 39
Email and Voicemail 39
Definitions 40
Ownership and Conditions of Use 40
Confidentiality and Privileges 41
Prohibited Use 41
Access and Disclosure 42
Discipline for Violations of Policy 42
Policy May Be Amended at Any Time 42
News Media Contacts 42

Employee Conduct 44
Employee-Student Relations Policy 44
Boundaries Defined 44
Unacceptable and Acceptable Behavior 44
Reporting Violations 46
Child Abuse and Neglect Reporting 46
Investigating 46
Violations 47
Business Conduct and Ethics 47
Conducting Personal Business 47
Confidentiality 47
Conflict of Interest 47
Relations with Other School Stakeholders 48
Dress Code and Personal Standards 48
Casual Day 48
Punctuality and Attendance 49
Other Employment 49
Charter Compliance 50
Code of Professionalism 50
Prohibited Conduct 50
Drug and Alcohol Abuse 51
Smoking 52
Off Duty Conduct 53
Discipline 53

Wages 54
Payment of Wages 54
Advances 54

Deductions for Exempt Employees 54
Non-Exempt Employees 55
Meal and Rest Periods 55
Overtime for Non-Exempt Employees 55
Pay for Mandatory Meetings/Training 56
Timekeeping Requirements 56
Work Schedules 56

Safety and Health 57
Health and Safety 57
Workplace Violence 57
Employees Who Are Requested to Drive 57
Prohibited Use of Cell Phone While Driving 58
Recreational Activities and Programs 58

Termination 59
Employee References 59
Involuntary Termination 59
Voluntary Resignation 59
Teachers 59
Non-Teachers 59
Bases for Disciplinary Action 60
Staff Procedures 60
Field Trips 62

Appendix A - Uniform Complaint Procedure Form 63

Confirmation of Receipt 65

GENERAL POLICIES

Introductory Statement

Welcome! As an employee of Bay Area Technology School ("BayTech Charter School," or "BayTech"), you are an important member of a team effort. We hope that you will find your position with BayTech rewarding, challenging, and productive.

Because our success depends upon the dedication of our employees, we are highly selective in choosing new members of our team. We look to you and the other employees to contribute to the success of BayTech.

This employee handbook is intended to explain the terms and conditions of employment of all full- and part-time employees and administrators. Written employment agreements between BayTech and some individuals may supersede some of the provisions of this handbook. This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your Director/Principal or other site administrators will be happy to answer any questions you may have regarding this handbook and BayTech's policies and practices.

Right to Revise

BayTech reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. However, any such changes must be in writing and must be approved by the Board of BayTech.

Any written changes to this handbook will be available to all employees so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employe

Preamble

All members of BayTech Charter School believe in and support the mission statement, which is:

> ***Mission Statement:*** *BayTech infuses assistive technology throughout the school to provide a personalized educational experience for every student to be college and career ready.*

All staff will believe the freedom to learn and to teach, with a guarantee of equal educational opportunity for all, is essential to fulfilling the school's mission. All staff will recognize and accept the responsibility to educate every student according to the highest ethical standards.

All staff will understand the magnitude of the responsibility in the field of education. They

engage individually and collectively to hold each other accountable in accordance with the provisions of the Code of Ethics.

All staff will hold the core belief that education is the single most important profession and will approach their work every day with a positive and enthusiastic frame of mind. BayTech Charter School students deserve the best we have to offer—our talents, knowledge, and skill-to nurture democratic citizenship and inspire students to become the future world leaders in all occupations. In addition, we believe that education is the profession with the highest expectations and that the only acceptable standard for the education of our youth is the standard of greatness.

All staff will acknowledge the challenges we all face in society today; yet, the expectation is that the family of every single young person who walks through BayTech Charter School holds these same values and high expectations for their child(ren). We support parents in their quest for excellence in the cognitive and affective domains for their child(ren).

Commitment to the Students

BayTech Charter School Staff will be dedicated to developing schoolwide goals. They are:

- High academic achievement;
- Integrity of character;
- A spirit of unselfishness;
- Respect for others;
- Potential for leadership; and
- Physical vigor.

All staff will work to inspire students to develop a spirit of inquiry, the acquisition of knowledge and understanding, and facilitate goal setting for higher education. In fulfilling this commitment, staff will:

- Encourage students to become innovative and creative thinkers in their pursuit of learning;
- Prepare the subject matter collaboratively, presenting it to the students without distortion and, within the limits of time and curriculum;
- Protect the health and safety of students;
- Honor the integrity of students and influence them through motivational techniques;
- Provide for participation in educational programs without regard to race, color, creed, gender, gender identity, and national origin, both in what is taught and how it is taught; and
- Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Commitment to the Public

All staff will believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All staff will share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All staff will bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all staff:

- Will have an obligation to support education and BayTech Charter School and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of BayTech Charter School; and
- Will not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

Commitment to the Profession

All staff will believe that the quality of their services directly influence their community and the children they serve. Therefore, every effort will be made to raise academic standards, promote civic learning, and create a positive school climate. The exercise of sound personal and professional judgment will be required in order to achieve conditions that attract the most effective teachers and persons. In fulfilling these goals, all staff will:

- Accord just and equitable treatment to all staff in the exercise of their rights and responsibilities;
- Refrain from using coercive means or promise special treatment in order to influence professional decisions of colleagues;
- Always communicate in a professional manner;
- Present professional qualifications truthfully;
- Discuss the professional qualifications of their colleagues, fairly and accurately, when discussion serves a professional purpose;
- Apply for, accept, offer, and assign positions of responsibility on the basis of professional preparation and legal qualifications;
- Conduct professional business through proper channels;
- Use time granted for its intended purposes;
- Follow the conditions of employment; and
- Live up to the letter and spirit of contracts.

Administrators will have the responsibility to enforce the Code after checking the validity of any allegation and providing opportunities for representation.

At-Will Employment Status

BayTech personnel are employed on an at-will basis, unless the employee has a written employment agreement approved by the Board of BayTech and signed by both parties or their designees specifically providing that the employee's employment is other than at-will. Employment at-will may be terminated with or without cause and with or without advance notice at any time by the employee or BayTech. Nothing in this handbook shall limit the right to terminate at-will employment. Nothing in this Handbook or in any document or statement shall limit the right to terminate employment at-will or limit BayTech's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Neither the Executive Director, nor any other employee of BayTech has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the Board of BayTech has the authority to make any such agreement, which is binding only if it is in writing.

Equal Employment Opportunity

BayTech is an equal opportunity employer and makes employment decisions on the basis of merit. BayTech's policy prohibits unlawful discrimination based on based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. All such discrimination is unlawful. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, BayTech will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Director/Principal and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. BayTech will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement,diminish school safety, and contribute to a hostile school environment. As such, Bay Area Technology School (BayTech) prohibits any acts of discrimination, sexual

harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

To the extent possible, BayTech will make all reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. BayTech school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

BayTech will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which BayTech does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. BayTech will promptly and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, as necessary if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:

Dr. Seth Feldman, Executive Director
sfeldman@baytechschool.org
8251 Fontaine St.
Oakland, Ca 94605
(510) 382-9932

This Policy was revised and approved by the Board on 12/3/18. The Policy is located on the school website, www.baytechschool.org under the "School Policies" drop down portion of the "About Us" section of the menu. The staff will be trained on this policy annually.

Unlawful Harassment

BayTech is committed to providing a work environment free of unlawful harassment. BayTech's policy prohibits unlawful harassment based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such harassment is unlawful.

BayTech's harassment policy as stated below applies to all persons involved in the operation of BayTech and prohibits unlawful harassment by any employee of BayTech, including administrators, as well as vendors, parents, independent contractors and any other persons. It also prohibits unlawful harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;

- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Other threats and demands based upon any other prohibited basis.
- Retaliation for opposing, reporting, or threatening to report unlawful harassment in good faith or for participating in an investigation, proceeding, or hearing conducted by the Fair Employment and Housing Commission.
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by BayTech policy.

You have a right to redress for unlawful harassment. If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

Retaliation

BayTech prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

Complaint Procedure—Discrimination, Unlawful Harassment, Retaliation

Employees must report all incidents believed to be unlawful discrimination, harassment, or retaliation, regardless of whether they are the alleged victim, a witness, a bystander, or otherwise. If you believe you have been subjected to any form of such unlawful conduct, or if you have knowledge of such unlawful conduct, submit a complaint, preferably in writing, to an BayTech administrator. In the event that you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor or the Coordinator of Human Resources, as soon as possible. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Coordinator of Human Resources or to the Board President as appropriate.

All complaints submitted pursuant to this policy should be done in writing. Initial complaints brought to a Supervisor, Coordinator of Human Resources or Board President may be done verbally, but the complaint must still be submitted following the Title Ix, Harassment, Intimidation, Discrimination & Bullying Complaint Form (Appendix A). The Supervisor, Coordinator of Human Resources or Board President will be available to assist the employee

in filling out the complaint form. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. BayTech encourages all employees to immediately report any incidents of unlawful discrimination, harassment, and/or retaliation so that complaints can be quickly and fairly resolved. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

Upon notice of such a complaint, BayTech will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of "qualified personnel" and using methods that provide all parties with "appropriate due process." During the investigation, BayTech will provide regular progress updates, as appropriate, to those directly involved. BayTech will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected.

BayTech determines that unlawful conduct or a violation of applicable policies has occurred; appropriate remedial measures will be taken in accordance with the circumstances involved. Any employee determined by BayTech to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future conduct.

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

Employees who believe that they have been unlawfully discriminated against, harassed, or retaliated against may also file a complaint with the local office of the California Department of Fair Employment and Housing ("DFEH") or the Equal Employment Opportunity Commission ("EEOC"). The DFEH and the California Fair Employment and Housing Council ("FEHC") as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, harassment, and/or retaliation or make other changes in company policies. The address and phone number of the local DFEH and EEOC offices can be found in the government sections of your local telephone directory or online.

Uniform Complaint Procedure

Bay Area Technology School (Charter School) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The complaint procedure is in legal compliance and is adopted to provide a uniform system of complaint processing for the following types of complaints:

- Complaints of unlawful discrimination, harassment, intimidation of bullying againt any protected group
- Complaints of violations of state or federal law and regulations governing state and federal programs
- A complaint on pupil fees for an educational activity
- Complaints of noncompliance with requirements governing Local Control Funding Formula or LCFF Plans
- Complaints of noncompliance regarding the rights of juvenile court school pupils

Upon the desire to file a complaint, the employee may contact the Coordinator of Human Resources for assistance with filing their complaint by completing the Uniform Complaint Form (Appendix A).

The Board of Directors designates the following compliance officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Dr. Seth Feldman, Executive Director
sfeldman@baytechschool.org
8251 Fontaine St.
Oakland, Ca 94605
(510) 382-9932

The UCP Policy was Board approved on 12/3/18 and is located on the school's website.

Whistle Blower Policy

Bay Area Technology School requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report, which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

No employee shall use or attempt to use his/her official authority or influence to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity (Education Code 44113).

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the school or a school employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, he/she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity.

An employee who has disclosed improper governmental activity and believes that he/she has subsequently been subjected to acts or attempted acts of reprisal shall file a written complaint in accordance with the school's complaint procedures. After filing a complaint with the school, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against him/her, in accordance with Education Code 44114.

The policy ensures no employee shall use his/her official authority to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee’s right to disclose improper governmental activity (Education Code 44113).

HIRING

Employee Classifications

Upon hiring, all employees are classified as exempt or non-exempt, full-time or part-time, and regular or temporary. All employees are either exempt or non-exempt according to provisions of applicable wage and hour laws. Because all employees are hired for an unspecified duration, these classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and BayTech. Accordingly, either the employee or BayTech can terminate the employment relationship at-will, at any time, with or without cause or advance notice. Regardless of classification, employees may have to work hours beyond their normal schedules as work demands require.

Exempt Employees

Pursuant to applicable state and federal laws, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties. Exempt employees are not entitled to overtime pay. Exempt employees are expected to report for work and perform their jobs in a regular and timely manner.

Non-Exempt Employees

Pursuant to the Fair Labor Standards Act and applicable state laws, non-exempt employees are entitled to overtime pay in accordance with applicable law. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

Full-Time Employees

Regular full-time employees are those who are scheduled for and do work 40 hours per week. Regular full-time employees are eligible for most employee benefits described in this handbook subject to the policies and procedures of BayTech's insurance providers and retirement systems.

Part-Time Employees

Part-time employees are those who are scheduled for and do work fewer than 30 hours per week. Part-time employees are not eligible for benefits except those mandated by law.

Regular Employees

Regular employees are those who are hired to work on a regular schedule and are typically employed for longer assignments (e.g. three months for more). Regular employees may be classified as full-time or part-time. Regular employees may also be eligible for benefits.

Temporary Employees

Temporary employees are those employed for short-term assignments. Short-term assignments generally are periods of three months or fewer; however, such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

Hiring Requirements

Prior to your first day of employment at BayTech, you will be required to provide all necessary clearances to work for a public charter school in California, including but not limited to state and federal Livescans fingerprint, I-9s and medical clearances.

Certification

BayTech's teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in public schools would be required to hold by law. Teachers of non-core subjects may not be required to comply with this policy. However, the non-core teacher must be highly qualified for the position.

Tuberculosis Testing

No person shall be employed by BayTech unless he or she has submitted proof of an examination within the last four years stating that he or she is free of active tuberculosis (TB) or if the person has submitted a risk assessment conducted by a medical professional within 60 days of hire and no risk factors have been identified. The examination, if necessary, shall consist of an X-ray of the lungs or an approved intradermal tuberculin test that, if positive, shall be followed by an X-ray of the lungs. Each employee shall have a certificate with BayTech from the examining physician showing the employee was examined and found free from active tuberculosis or the risk assessment in their personnel file at all times.

The examination or risk assessment is a condition of initial employment, and the expense incident thereto shall be borne by the applicant.

Criminal Background Checks

It is the policy of BayTech to require fingerprinting and background checks for its employees consistent with legal requirements prior to their coming to work. Applicants must successfully complete the Department of Justice (DOJ) background check process. The expense of the fingerprint clearance shall be borne by the applicant.

Immigration Compliance

BayTech is committed to full compliance with federal and state immigration laws. These laws require that all individuals pass an employment verification procedure before they are permitted to work. This procedure has been established by law and requires that every

individual provide satisfactory evidence of his or her identity and legal authority to work in the United States no later than three business days after he begins work. Accordingly, all new hires must go through this procedure.

Job Duties

BayTech administration will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of BayTech. Your cooperation and assistance in performing such additional work is expected.

BayTech reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

BayTech certificated staff are required to attend Staff Meetings, Parent Conferences, Back to School Night, Open House and IEPs (Individual Education Plan) as requested.

LEAVES OF ABSENCE

Bereavement Leave

BayTech grants leave of absence to full-time employees in the event of the death of the employee's current spouse, registered domestic partner, child, parent, legal guardian, brother, sister, grandparent, or grandchild; or mother-, father-, sister-, brother-, son-, or daughter-in-law per SB 848. An employee may take up to five (5) scheduled workdays per year off with pay with the approval of BayTech. The Executive Director may approve additional time off without pay.

BayTech also grants up to five (5) scheduled workdays per year off with pay of reproductive loss leave following a reproductive loss event, per SB 848. The Executive Director may approve additional time off without pay.

Pregnancy Disability Leave

Pregnancy, childbirth, or related medical conditions such as pregnancy loss or postpartum depression, will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

Any female employee planning to take pregnancy disability leave should advise the Coordinator of Human Resources and/or Executive Director as early as possible, and make an appointment with the Coordinator to discuss the following:

- Employees who need to take pregnancy disability must inform BayTech when a leave is expected to begin and how long it will likely last. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin. Employees must consult with the Executive Director (or assigned designee) regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of BayTech. Any such scheduling is subject to the approval of the employee's health care provider;
- If 30 days' advance notice is not possible, notice must be given as soon as practicable;
- Upon the request of an employee and recommendation of the employee's physician, the employee's work assignment may be changed if necessary to protect the health and safety of the employee and her child;
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached;
- Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons;
- Pregnancy leave usually begins when ordered by the employee's physician. The employee must provide BayTech with a certification from a health care provider. The certification indicating disability should contain:
    - The date on which the employee became disabled due to pregnancy;
    - The probable duration of the period or periods of disability; and

    - A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.
- Leave returns will be allowed only when the employee's physician sends a release;
- An employee will be allowed to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave; and
- Duration of the leave will be determined by the advice of the employee's physician. Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the employee's pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness, pre- or post-natal care, and bed rest and/or postpartum depression.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed.

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to her same position held at the time the leave began or to an equivalent position, if available. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

During leave, the employee's group health insurance will be maintained under the same terms and conditions that would apply if the employee had continued to work.

If you take pregnancy disability leave and are eligible under the federal or state family and medical leave laws, BayTech will maintain group health insurance coverage, depending on whether you qualify for federal leave, state leave, or both, (if such insurance was provided before the leave was taken) on the same terms as if you had continued to work. In some instances, BayTech may recover premiums it paid to maintain health coverage for you if you fail to return to work following pregnancy disability leave.

Family/Medical Leave

The California Family Rights Act ("CFRA") and Family Medical Leave Act ("FMLA") provide up to 12 workweeks of unpaid family/medical leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service; AND
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave.

Leave may be taken for one or more of the following reasons:

- The birth of the employee's child, or placement of a child with the employee for adoption or foster care so long as the leave is completed within 12 months of the birth or placement of the child; OR
- To care for the employee's spouse, registered domestic partner, child, or parent who has a "serious health condition"; OR
- For the employee's "serious health condition" that makes the employee unable to perform his or her job; OR
- The care of the employee's spouse, child, parent, or next of kin who is a member of the

Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; OR

- Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

For purposes of calculating the 12-month period during which 12 weeks of leave may be taken, BayTech begins to track the 12-month period based on the first day the employee takes qualifying leave.

Under most circumstances, leave under federal and state law will run at the same time and the eligible employee will be entitled to a total of 12 workweeks of family and medical leave in the designated 12- month period. However, leave because of the employee's disability for pregnancy, childbirth or related medical condition is not counted as time used under CFRA. Employees who take time off for pregnancy disability and who are eligible for family and medical leave can also apply for additional leave. Once the pregnant employee is no longer disabled, she may apply for leave under CFRA, for purposes of baby bonding.

Leave Procedures

Please contact the Coordinator of Human Resources as soon as you realize the need for family/medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify BayTech at least 30 days before leave is to begin, or as soon as practicable. The employee must consult with the Executive Director (or assigned designee) regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to BayTech's operations. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the employee's child, parent, or spouse.

If the FMLA/CFRA request is made because of the employee's own serious health condition, BayTech may require, at its expense, a second opinion from a health care provider that BayTech chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by BayTech. If the second opinion differs from the first opinion, BayTech may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on BayTech and the employee.

BayTech requires the employee to provide certification within 15 days of any request for family and medical leave under state and federal law, unless it is not practical to do so. BayTech may require recertification from the health care provider if additional leave is required.

If the leave is needed to care for a sick child, spouse, or parent, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimated amount of time for care by the health care provider; and,

- Confirmation that the serious health condition warrants the participation of the employee.

When both parents are employed by BayTech and request simultaneous leave for the birth or placement for adoption or foster care of a child, BayTech will not grant more than a total of 12 workweeks of family/medical leave for this reason.

If an employee cites his/her own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition; and,
- Inability of the employee to work at all or perform any one or more of the essential functions of his/her position because of the serious health condition.

Returning to Work

BayTech will require certification by the employee's health care provider that the employee is fit to return to his or her job. Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

An employee taking family medical leave will be allowed to continue participating in any health and welfare benefit plans in which he/she was enrolled before the first day of the leave (for a maximum of 12 workweeks) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. BayTech will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, BayTech may recover the equivalent amount of any premiums paid to maintain health coverage, if the employee fails to return to work following family/medical leave, from the employee.

Employees on family/medical leave who are not eligible for continued paid coverage may continue their group health insurance coverage through BayTech in conjunction with the federal COBRA guidelines by making monthly payments to BayTech for the amount of the applicable premium. These include:

- Payment is due when it would be made by payroll deduction.
- Paid leave may be substituted for unpaid leave in the following circumstances:
    - Accrued sick leave may be used by the employee for the employee's own serious health condition.
    - Accrued sick leave may be used for the care of a family member if mutually agreed upon by BayTech and the employee

Employees should contact the Coordinator of Human Resources for further information.

Under most circumstances, upon return from family/medical leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. For example, if an employee on family/medical leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In

addition, an employee's use of family/medical leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. BayTech will provide written notice to any "key" employee who is not eligible for reinstatement. For additional information about eligibility for family/medical leave, contact the Coordinator of Human Resources.

Carryover

Leave granted under any of the reasons provided by state and federal law will be counted as family/medical leave and will be considered as part of the 12 workweek entitlement in a 12-month period. The 12-month period is measured forward from the date any employee's first FMLA/CFRA leave begins. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. Successive 12-month periods commence on the date of an employee's first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Intermittent Leave

Employees may take FMLA/CFRA leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for the serious health condition of the employee's child, parent, or spouse, or of the employee, and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition.

Paid Sick Leave

BayTech enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary) who work for BayTech more than 30 days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member (i.e. kin care).

For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step- parent, or a legal guardian of the employee or the

employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Accrual Rate, Maximum, and Carryover

Full-Time Employees

Eligible, full-time employees will accrue one day (8 hours) of PSL per month worked beginning immediately upon hire unless the employee's employment agreement provides for a different accrual. Full-time employees may accrue up to 10 days (80 hours) per year. PSL does not accrue during any non-working time or unpaid leave of absence.

There is no cap on PSL accrual for full-time employees. Accrued but unused PSL will carry over from year to year.

Part-Time Employees

Eligible, part-time employees will accrue one hour of PSL for every 30 hours worked beginning immediately upon hire. Accrual for part-time, non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for part-time, exempt employees (if applicable) will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Part-time employees may accrue up to 48 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each year, **part- time** employees may only use a maximum of 24 hours of their accrued PSL each year. Each year, **full- time** employees may only use a maximum of 80 hours of their accrued PSL.

PSL may be taken in minimum increments of two hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL

will not be paid out upon termination. However, employees who participate in State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) may apply unused sick leave towards STRS/PERS retirement credit. This is the employee's responsibility, not BayTech's responsibility.

No Discrimination or Retaliation

BayTech prohibits discrimination or retaliation against employees in connection with using their PSL.

Domestic Violence Leave

Employees who are victims of domestic violence, sexual assault, or stalking are eligible for unpaid leave. You may request leave for the following:

- If you are involved in a judicial action, such as obtaining restraining orders, to appear in court to obtain relief to ensure your health, safety, or welfare, or that of your child;
- to seek medical attention for injuries caused by domestic violation or sexual assault;
- to obtain services from a domestic violence shelter, program or rape crisis center as a result of domestic violence or sexual assault;
- to obtain psychological counseling related to an experience of domestic violence or sexual assault; or
- to participate in safety planning to increase safety from future domestic violence or sexual assault.

You should provide advance notice and may be asked for certification of your need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking;
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney that the employee appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

BayTech will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

The length of unpaid leave an employee may take is limited to 12 workweeks provided for in the FMLA.

Jury Duty and Witness Leave

BayTech encourages employees to serve on jury duty when called. Jury duty and witness leave for non- exempt employees is unpaid. Exempt employees will receive full salary unless they

are absent for a full week and perform no work. You should notify the Coordinator of Human Resources of the need for time off for jury duty as soon as a notice or summons from the court is received. You may be requested to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule. To the extent possible, BayTech requests that all employees use their jury duty and witness leave in the summer months to avoid operational difficulties.

In the event that the employee must serve as a witness within the course and scope of his or her employment with BayTech, BayTech will provide time off with pay.

Military Leave

All employees who leave BayTech for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law. Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue sick leave or receive holiday pay during military leave. Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

Emergency Duty/Training Leave

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year. Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law. If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your administrator.

School Activities

Employees are encouraged to participate in school activities for their child(ren). Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades 1 through 12 or attending a licensed child care facility may take time off for a school activity. Time off taken to participate in a child's school activities is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of 40 hours each school year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to the Executive Director (or assigned designee)
    - If both parents are employed by BayTech, the first employee to request such

leave will receive the time off. The other parent will receive the time off only if the leave is approved by the Executive Director (or assigned designee); and

- Employees must provide the Executive Director (or assigned designee), or Coordinator of Human Resources with documentation from BayTech or licensed day care facility verifying that the employee participated in a school activity on the day of the absence for that purpose.

Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

Suspended Pupil/Child Leave

If an employee who is the parent or guardian of a child facing suspension from school is summoned to discuss the matter during onsite work hours, the employee should alert the BayTech administration as soon as possible before leaving work. In accordance with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose. Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give his or her administrator at least two (2) days' notice.

Victims of Crime Leave

If you are the victim—or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim—of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

Military Spouse Leave

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic

partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to the Executive Director (or assigned designee) within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

Adult Literacy Leave

Pursuant to California law, BayTech will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on BayTech. BayTech does not provide paid time off for participation in an adult literacy education. Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

Alcohol and Drug Rehabilitation Leave

Pursuant to California law, BayTech will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on BayTech. BayTech does not provide paid time off for participation in an alcohol or drug rehabilitation program. Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

This policy in no way restricts BayTech's right to discipline an employee, up to and including termination of employment, for violation of BayTech's Drug and Alcohol Abuse Policy.

Civil Air Patrol

Pursuant to California law, BayTech will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give BayTech as much notice as possible of the intended dates upon which the leave would begin and end. BayTech will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. Non-exempt employees may take this time off without pay. Exempt employees will be compensated to the extent required by applicable law.

Leave for Bone Marrow and Organ Donors

Pursuant to California law, BayTech will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. BayTech will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person.

BayTech requires that bone marrow donors use up to five days of available accrued sick time during the course of the leave. Organ donors must use up to ten days of available accrued sick time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide BayTech with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, BayTech will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give BayTech as much notice as possible of the intended dates upon which the leave would begin and end.

BENEFITS

State Disability Insurance

BayTech contributes to the State of California to provide you with State Disability Insurance ("SDI") pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. SDI is payable when you cannot work because of illness or injury not caused by employment with BayTech or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the Coordinator of Human Resources.

Unemployment Compensation

BayTech contributes each year to the California Unemployment Insurance School Employees' fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

Paid Family Leave ("PFL")

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to six weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child. The PFL program does not provide job protection or reinstatement rights.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

Social Security

Social Security is an important part of every employee's retirement benefit. BayTech pays a matching contribution to each employee's Social Security taxes, provided the employee is not a member of the California State Teachers' Retirement System (STRS). For STRS members, BayTech only pays a matching contribution for Medicare taxes as these employee earnings are exempt from Social Security due to participation in STRS.

Workers' Compensation

You are protected by BayTech's workers' compensation insurance policy while employed by BayTech, at no cost to you. The policy covers you in case of occupational injury or illness and may include:

- Medical care;

- Cash benefits, tax free, to replace lost wages; and
- Assistance to help qualified injured employees return to suitable employment.

To ensure that you receive any workers' compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to a site administrator and the Coordinator of Human Resources; AND
- Seek medical treatment and follow-up care if required; AND
- Complete a written *Employee's Claim for Workers Compensation Benefits* (DWC Form 1), which can be found at https://www.dir.ca.gov/dwc/DWCForm1.pdf or in the BayTech Office, and return it to the Coordinator of Human Resources; AND
- Provide BayTech with a certification from your healthcare provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had he or she not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining BayTech ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of his or her job because of a physical or mental disability, BayTech's obligations to the employee may include reasonable accommodation, as governed by the Americans with Disabilities Act.

Worker's Compensation and FMLA/CFRA

Employees who are ill or injured as a result of a work-related incident, and who are eligible for family and medical leave under state and federal law (Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA)), will be placed on FMLA/CFRA during the time they are disabled and not released to return to work. The leave under these laws runs concurrently, and eligible employees will be on FMLA/CFRA for a maximum of 12 weeks in a 12-month period.

Workers' Compensation and Paid Sick Leave

Paid sick leave is a benefit that also covers absences for work-related illness or injury. Employees who have a work-related illness or injury are covered by workers' compensation insurance. However, workers' compensation benefits usually do not cover absences for medical treatment. When you report a work-related illness or injury, you will be sent for medical treatment, if treatment is necessary. You will be paid your regular wages for the time you spend seeking initial medical treatment.

Any further medical treatment will be under the direction of the health care provider. Any absences from work for follow-up treatment, physical therapy or other prescribed appointments will not be paid as time worked. If you have accrued and unused sick leave, and the time off is not covered by federal family and medical leave (FMLA), the additional absences from work will be paid with the use of sick leave. If the absences are covered by FMLA, you may choose to substitute sick leave for any time that would otherwise be unpaid.

Other Benefits

Healthcare Insurance

BayTech provides a comprehensive healthcare insurance plan for eligible employees and their dependents. An “eligible employee” and “an eligible dependent or spouse” is defined by applicable law, including, but not limited to, the Patient Protection and Affordable Care Act and applicable regulations. Details about healthcare insurance coverage are available in a separate publication distributed by the main office.

The annual employer contribution is determined by the Board of BayTech. The employee is responsible for any premium amounts in excess of the employer contribution. In the event of an increase in healthcare insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. An employee may opt-out of healthcare coverage and may receive a healthcare-in-lieu stipend instead. The stipend will be determined annually during the healthcare plan’s Open Enrollment period by the BayTech Board. For any employee receiving a healthcare-in-lieu stipend who has a Qualifying Event that would allow enrollment part way through a plan year and who does enroll due to this qualifying event, the healthcare-in-lieu stipend will be pro- rated for the portion of the year the employee opted-out of healthcare coverage and the annual employer contribution will be prorated for the portion of the year the employee was enrolled in coverage.

Retirement Plan

BayTech participates in the California State Teachers' Retirement System (STRS) for eligible teacher employees and in the California Public Employees' Retirement System (PERS) for eligible classified employees. For information regarding eligibility, contributions, benefits, and tax status, contact the Coordinator of Human Resources.

External Employee Education

Some employees may need to attend training programs, seminars, conferences, lectures, meetings, or other outside activities for the benefit of BayTech or the individual employees. Attendance at such activities, whether required by BayTech or requested by individual employees, requires the written approval of the Executive Director (or assigned designee). To obtain approval, any employee wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses, and the nature, purpose, and justification for attendance. Attendance at any such event is subject to the policies on Reimbursement and Compensation

For attendance at events required or authorized by BayTech, customary and reasonable expenses will be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation, and parking. The Employee needs to comply with BayTech's Business Expenses and Reimbursement Policy prior to events in order to receive reimbursement.

Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While BayTech generally encourages all employees to improve their general knowledge, job skills, and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

MANAGEMENT

Enrollment Preference Plan

By accepting employment with BayTech, the employee's child(ren) (if applicable) will receive enrollment preference and be placed in an open position during the duration of employment with BayTech Charter School. The employee understands that if they are no longer employed with BayTech Charter School, the employee may no longer receive the enrollment preference for their child(ren).

Employee Property

An employee's personal property, including but not limited to lockers, packages, purses, and backpacks, may be inspected upon reasonable suspicion.

Employment of Relatives

Relatives of employees may be eligible for employment with BayTech only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise. BayTech defines "relatives" as spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Present employees who marry or become registered domestic partners will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving conflict of interest.

Dispute Resolution Policy

BayTech will work prudently and swiftly to address any concern, suggestion, or question about your job, your working conditions, or the treatment you are receiving. If you have a concern, we ask you first discuss it with an administrator, following these steps:

- Immediately after the occurrence, bring the situation to the attention of an administrator, who will then investigate and provide a solution or explanation
- If the problem persists, you may describe it in writing and present it to the Human Resource Director, as soon as possible. Complaints in person are also acceptable.
- If the problem is not resolved, you may present the problem to the Executive Director of BayTech, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and BayTech, cannot guarantee that every problem will be resolved to your satisfaction. However, BayTech values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

This policy does not apply to complaints of unlawful harassment, discrimination, or retaliation. If you have such complaints, please follow the complaint procedure for unlawful harassment, discrimination, and retaliation.

Personnel Records

You have a right to inspect certain documents in your personnel file, as provided by law, in the presence of a BayTech administrator at a mutually convenient time. Copies of documents in your file will be made and provided to you in conformity with California law. You may add your comments to any disputed item in the file.

Any request for information contained in personnel files must be directed to the Coordinator of Human Resources or Executive Director (or assigned designee). Only the Executive Director (or assigned designee) is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited.

To keep our personnel records accurate and to comply with state and federal laws, you must notify the Coordinator of Human Resources immediately of any change(s) in the following personnel information:

- Your name (whether by marriage or otherwise).
- Your home address and telephone number.
- Who to inform in case of an emergency, including names and home and work telephone numbers and addresses.
- Withholding tax information (your marital status and correct number of dependents).
- Completion of education. Change or additional credential.
- Change of beneficiary on group life insurance.

BAYTECH PROPERTY AND OPERATIONAL CONSIDERATIONS

Employer Property

Lockers, desks, chairs, tables, computers, documents, cameras, projectors, textbooks, vehicles, and all other items purchased by or donated to BayTech are BayTech property and must be maintained according to BayTech rules and regulations. They must be kept clean and are to be used only for work-related purposes.

BayTech reserves the right to inspect all BayTech property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. No personal locks may be used on BayTech-provided lockers unless the employee furnishes a copy of the key or the combination to the lock. Unauthorized use of a personal lock by an employee may result in losing the right to use a BayTech locker.

For security reasons, employees should not leave personal belongings of value in the workplace. Personal items are subject to inspection and search, with or without notice, with or without the employee's prior consent.

Prior authorization must be obtained before any BayTech property may be removed from the premises.

Terminated employees should remove any personal items at the time they leave BayTech and promptly return any BayTech property in their possession as a result of their employment with BayTech. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Lactation

Employees may use their meal and/or rest periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. A private place to express breast milk, other than a restroom, will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. Please see the Coordinator of Human Resources or Executive Director for more information.

Housekeeping

People using common areas such as lunch rooms, locker rooms, work area and restrooms are expected to keep them sanitary. Please clean up after meals and dispose of trash properly. It is the staff members responsibility to keep the refrigerator and sink area clean.

Off-Duty Use of Facilities

Employees are prohibited from remaining on BayTech premises or making use of BayTech facilities while not on duty or for personal use. BayTech's facilities, property, and equipment may be used for school-related purposes if pre-approved by the Executive Director (or

assigned designee).

Parking

Employees may park their vehicles in designated areas, if space permits. If space is unavailable, employees must park in permissible public areas in the vicinity of BayTech property. Employees may not use parking areas specifically designated for parents, vendors, BayTech's vehicles, or reserved for administrators. BayTech is not responsible for any loss or damage to employee vehicles or contents while parked on BayTech property.

Parking areas may be monitored with video or other surveillance for purposes of protecting BayTech property only. This surveillance system is in no way intended to provide employees with personal security.

Solicitation and Distribution of Literature

In order to ensure efficient operation of BayTech's business and to prevent disruption to employees, we have established control of solicitations and distribution of literature on BayTech's property. BayTech has enacted rules, see below, applicable to all employees governing solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should consult with an administrator.

No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom such activity is directed.

No employee shall distribute or circulate any written or printed material, other than those approved by BayTech for business purposes, in work areas at any time, or during his or her working time or during the working time of the employee or employees at whom such activity is directed.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on BayTech property

Electronic and Social Media

Electronic media is defined as desktop computers, laptops, projectors, document cameras, handheld devices including but not limited to iPhone, blackberry, and cell phones. These items and all data transmitted through BayTech servers are BayTech property and must be maintained according to BayTech's rules and regulations. Prior authorization must be obtained before any BayTech property may be removed from the premises.

They must be kept clean and are to be used only for work-related purposes. BayTech reserves the right to inspect all BayTech property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

BayTech may periodically need to assign and/or change "passwords" and personal codes for all BayTech- owned electronic media. Electronic media and related storage media and databases are to be used only for BayTech business and they remain the property of BayTech. BayTech reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system.

Employees are only allowed to communicate with students on *BayTech issued electronic devices and on BayTech media* (e.g. BayTech email.) or BayTech-approved media. Employees are prohibited from communicating with students in any manner using their personal devices.

Social Media

BayTech uses “social media” in limited circumstances for defined business purposes. For the purposes of this policy, the phrase “social media” refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, as well as related web-based media, such as blogs, wikis, and any other form of user- generated media or web-based discussion forums. The Executive Director (or assigned designee) will authorize you in writing if you can use these tools to perform your job duties. Your authorization is limited to business purposes and personal use of these tools during work hours is prohibited and can result in discipline up to and including termination.

While BayTech does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with BayTech’s legitimate business interests. You are required to comply with all BayTech policies whenever your social media activities may involve or implicate BayTech in any way, including, but not limited to, the policies contained in this Handbook. Inappropriate use of social media includes, but is not limited to:

- Dissemination of proprietary and confidential company information;
- Discriminatory statements or sexual innuendos regarding co-workers, management, customers, or vendors;
- Defamatory statements regarding the company, its employees, customers, competitors, or vendors;
- Communication regarding the employer without a disclaimer stating that any opinions expressed are the employee’s own and do not represent the company’s positions, strategies, or opinions.

This policy applies to situations when you: (1) make a post to a social media platform that is related to BayTech; (2) engage in social media activities during working hours; (3) use BayTech equipment or resources while engaging in social media activities; (4) use your school email address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with BayTech; or (6) interact with students or parents/guardians of students (regarding school-related business) on the Internet and on social media sites.

This policy is intended to supplement, not replace, BayTech’s other policies, rules, and standards of conduct. For example, school policies on confidentiality, use of school equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

Standards of Conduct

You are required to comply with *all* school policies whenever your social media activities may involve or implicate BayTech in any way, including, but not limited to, the policies contained in this Handbook. In addition, you are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of BayTech's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with BayTech.
- Do not post confidential information (as defined in this Handbook) about BayTech, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Be knowledgeable about and comply with BayTech's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Site Administrators.
- Be knowledgeable about and comply with BayTech's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from your site administrators..
- Always be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of BayTech. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of BayTech, or that might constitute harassment or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about BayTech, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of BayTech, or competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for BayTech unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with BayTech, make it clear that you are not speaking on behalf of BayTech and that your views do not represent those of BayTech, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of BayTech. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of BayTech."
- Never be false or misleading with respect to your professional credentials.
- No personal displays of affection on BayTech grounds or at BayTech-sponsored events. This includes hand holding, kissing, cuddling or any other romantic or

intimate behavior.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students and students' parents or guardians regarding school-related matters on social media that is owned and operated by BayTech or otherwise permitted by BayTech. All communications with parents, guardians or students regarding school-related matters on non-school or personal social media may result in disciplinary action, up to and including termination.

The IT personnel (or assigned designee) is responsible for approving requests for additional BayTech social media accounts, monitoring BayTech social media accounts for inappropriate and unprofessional content, and maintaining the BayTech social media accounts information (including, but not limited to, username and password). BayTech has final approval over all content and reserves the right to deactivate any BayTech social media accounts at any time, with or without notice.

Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media account that is owned and operated by BayTech in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create a BayTech social media account from the Executive Director
- Contact the IT personnel (or assigned designee) to set up the BayTech social media account. Provide the IT personnel (or assigned designee) with the username and password that you would like assigned to the account. If you change the username and/or password at any time, you must immediately provide this information with the IT Department (or assigned designee). Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

Employees are reminded that BayTech's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, email accounts, video conferencing, voice mail, facsimiles, internal and external networks, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of BayTech. All communications and information transmitted by, received from, or stored in these systems are school records.

As a result, BayTech may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. BayTech may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with BayTech has engaged in a violation of this, or any other, school policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to BayTech's various electronic communications systems.

Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

Retaliation Is Prohibited

BayTech prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Questions

In the event you have any questions about whether a particular social media activity may involve or implicate BayTech, or may violate this policy, please contact the IT personnel or site administrator.

Social media is in a state of constant evolution, and BayTech recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each school employee is responsible for using good judgment and seeking guidance, clarification, or authorization *before* engaging in social media activities that may implicate this policy.

Taking Photographs

Employees are not permitted to photograph or take pictures on the BayTech site, of the BayTech site, or of off-site BayTech events, unless done for BayTech purposes with the prior authorization of the Executive Director (or assigned designee). Posting of pictures taken on the BayTech site, of the BayTech site, or of off-duty BayTech events are never to be posted on any public/personal forum, including any form of social/electronic media, other than BayTech's social media, unless they receive approval from the Executive Director (or assigned designee) prior to posting.

Employees are permitted to take and post pictures of students, with a completed Media Release Form providing parent permission, and staff as long as the pictures are for BayTech purposes and the employee has received prior authorization from the Executive Director (or assigned designee).

Email and Voicemail

Employees are issued a BayTech email. These email accounts can be used to communicate with colleagues, parents, students, and others outside of BayTech. BayTech's electronic mail (email) is to be used for business purposes only. BayTech reserves the right to monitor email messages to ensure compliance with this rule, without notice to the employee and at any time, not necessarily in the employee's presence. It is expected that staff checks their emails at least two times a day.

BayTech reserves the right to review all email communications to ensure compliance with its rules and regulations. Illegal or immoral conduct by an employee that adversely affects BayTech's legitimate business interests, reputation or credibility, or the employee's ability to perform his or her job may be grounds for disciplinary action, including but not limited to dismissal. BayTech may periodically need to assign and/or change "passwords" and personal codes for email, computers, and other communication technologies. These communication technologies and related storage media and databases are to be used only for BayTech business and they remain the property of BayTech. BayTech reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system.

Please be advised email communications may be subject to California Public Records Act requests and public disclosure, and should be professional and used with discretion. All communications with parents or guardians regarding School-related matters are required to be conducted through mail or BayTech's electronic communications system. The use of personal communication devices and accounts, such as a non-BayTech email account, may result in disciplinary action, up to and including termination. Any communication whatsoever with students is required to be conducted through postal mail or BayTech's electronic communications system. The use of personal communication devices and accounts, such as a non-baytech email account, may result in disciplinary action, up to and including termination.

Definitions

BayTech's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, email, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voicemail, facsimiles, and connections to the Internet and other internal or external networks.

Ownership and Conditions of Use

The Communications Systems is the property of BayTech. It has been provided by BayTech for the sole purpose of conducting school-related business as well as other business that is approved by the Principal/Executive Director of BayTech. All communications and information transmitted by, received from, or stored in these systems are school records and the property of BayTech.

BayTech staff may only use school-owned Communication Systems while on campus. Staff members are prohibited from using their personal devices for school business or connecting their personal devices to school networks. Staff members using their personal devices *do not have any expectation of personal privacy in any matters stored in, created, received, or sent while on BayTech campus or at BayTech events.*

Electronic communications are a means of business communication. BayTech requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on school letterhead. Special care must be taken when posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of BayTech's Communications Systems and the users thereof against unauthorized or improper use of these systems, BayTech reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the Executive Director or his or her

designee. BayTech also reserves the right periodically to monitor the use of its Communications Systems and to access users' voicemail, Internet access, and email for that purpose or any other business related purpose upon authorization of the Executive Director or his or her designee.

Erasing an email message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

Users are required to comply with BayTech's Computer Usage and Privacy Policy and agree to be bound by this policy by using BayTech's Communications Systems.

Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within BayTech. BayTech has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside BayTech, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

Prohibited Use

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

- Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, age, sexual orientation, veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. BayTech has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems.
- Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.
- Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.
- Users are prohibited from using the Communications Systems for visiting, or transmitting or receiving data to or from, social networking websites, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and MySpace. Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the Executive Director of BayTech.
- Users must not alter, copy, transmit, or remove school information, proprietary software, or other files without proper authorization from BayTech.
- Users are prohibited from reading, copying, recording, or listening to messages and

information delivered to another person's email and voicemail boxes without proper authorization, based on legitimate business reasons, from the Executive Director or his or her designee. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their email and voicemail mailboxes.

Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting BayTech business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt school business, and users *do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems*.

BayTech, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Executive Director or his or her designee, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although BayTech entrusts you with the use of voicemail, email, computer files, software, or similar school property, you should keep in mind that these items have been installed and maintained at great expense to BayTech and are only intended for business purposes. At all times, they remain school property. Likewise, all records, files, software, and electronic communications contained in these systems also are school property. You are advised that electronic files, records, and communications on school computer systems, electronic communication systems, or through the use of school telecommunications equipment are not private. Although they are a confidential part of school property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voicemail, email, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by school personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voicemail messages and email messages should be routinely deleted when no longer needed. BayTech is not responsible for costs incurred when employees use school telephones or email systems for personal matters.

You should be advised to use voicemail and email as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that email messages:

- May be saved and read by third parties.
- May be retrieved even after "deletion."
- May be accessed by authorized service personnel.
- May be examined by management without notice for business purposes.
- May be part of a Public Records Request

There will be times when BayTech, in order to conduct business, will utilize its ability to access your email, voicemail, computer files, software, or other school property. BayTech also may inspect the contents of your voicemail, email, computers, computer files, or software to

monitor job performance, for training or quality control purposes, or when BayTech suspects that school property is being used in an unauthorized manner.

BayTech reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

Discipline for Violations of Policy

Any person who discovers misuse of the Internet access or any of BayTech's Communications Systems should immediately contact the Executive Director of BayTech. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

Policy May Be Amended at Any Time

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. BayTech reserves the right to amend this policy at any time through an authorized writing from an authorized School representative.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only contact people designated by the Executive Director (or assigned designee) may comment to news reporters on BayTech policy or events relevant to BayTech.

EMPLOYEE CONDUCT

Employee-Student Relations Policy

Boundaries Defined

For the purposes of this policy, the term “Boundaries” is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust

Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee’s perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from BayTech
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

- Giving students a ride to/from BayTech or BayTech activities without parental permission
- Allowing students in your home without signed parent permission for a preplanned and pre- communicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, instant messages, social media messages, or letters to students if the content is not about BayTech activities and not in accordance with applicable BayTech policies or in violation of the BayTech's Social Media Policy
- Being "friends" with a student or "following" a student on any personal or non-BayTech social media website
- Communicating with students or parents/guardians in violation of BayTech's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on school social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)
- Obtaining formal approval (BayTech and parental) to take students off BayTech property for activities such as field trips or competitions
- Emails, text messages, phone conversations, and other communications to and with students must be professional and pertain to BayTech activities or classes, and communication should be initiated via school-based technology and equipment
- Keeping reasonable space between you and students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from senior staff or site administrators if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing the Executive Director about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges

- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes
- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of BayTech

Reporting Violations

When any employee, parent, or student becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to an administrator or the Executive Director. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and BayTech as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to site administrators and/or the Executive Director. Reporting such incidents to the Executive Director or other site administrators does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact their administrators.

Investigating

The Executive Director will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Executive Director shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up with a written report within thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, the Executive Director or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential

witnesses, to the fullest extent possible.

Violations

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

Staff will be trained annually on Child Abuse Reporting.

Business Conduct and Ethics

No employee may accept more than a *de minimis* gift or gratuity from any parent, vendor, supplier, or other person doing business with BayTech because doing so may give the appearance of influencing educational and business decisions, transactions or service. Please discuss expenses paid by such persons for meals or trips with an administrator in advance.

Conducting Personal Business

Employees are to conduct only BayTech business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours.

Confidentiality

Each employee is responsible for safeguarding the confidential information obtained during employment. Employees will be required to sign a Confidentiality letter upon employment/request.

In the course of your work, you may have access to confidential information regarding BayTech, its students, parents of students, its suppliers, its vendors, or perhaps even fellow employees. You have a responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a “need-to- know” basis and must be authorized by the Executive Director or designee. Any breach of this policy will not be permitted and legal action may be taken by BayTech.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflict of interest. Personal or romantic involvement with a parent, vendor, or subordinate employee of BayTech, which impairs an employee’s ability to exercise good judgment on behalf of BayTech, creates an actual or potential conflict of interest. Administrator-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relationship to the Executive Director for a

determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, BayTech may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action, including termination.

Relations with Other School Stakeholders

Employees are expected to be polite, courteous, prompt, and attentive to every student, parent, vendor, and visitor of BayTech. Employees should call an administrator immediately if they encounter an uncomfortable situation that they do not feel capable of handling.

Students and parents are to be treated courteously and given proper attention at all times. You must respond to inquiries from parents, whether in person or by telephone, promptly and professionally.

Never place a telephone caller on hold for an extended period. Direct incoming calls to the appropriate person and make sure the call is received.

All correspondence and documents must be neatly prepared, error-free, and represent BayTech in a professional manner. Attention to accuracy and detail in all paperwork demonstrates your commitment to your students and BayTech. Any newsletter or regular correspondence sent to students or parents/guardians of students must be reviewed and approved by the Executive Director or designee prior to distribution.

Dress Code and Other Personal Standards

Because each employee is a representative of BayTech in the eyes of the public, each employee must report to work properly groomed and wearing appropriate clothing. Employees are expected to dress neatly and in a manner consistent with the nature of the work performed. Employees are expected to use their best judgment in determining their appearance and dress, consistent with BayTech's standards and the professional atmosphere it wishes to maintain. This includes avoiding any adornment or dress that is inappropriate for BayTech's business or distracting to students and staff.

Acceptable clothing for administration, instructional employees, or office employees includes suits, sport coats, or dress shirts and slacks with ties, blouses and sweaters with skirts or dress slacks or dresses, jeans, T-shirts, university or school spirit wear, and closed toed shoes. All shoes must have a backstrap and crocs are not allowed at any time. All clothing should be clean and without rips or holes, including on casual dress day.

Administration will inform you of any additional requirements regarding acceptable attire. Certain employees may be required to wear safety equipment or clothing. Any deviations from these guidelines must be approved by an administrator.

Employees who report to work inappropriately dressed may be asked to leave and return in acceptable attire.

Casual Day

BayTech observes a casual dress day on Friday. Employees who do participate in a casual dress day still are expected to report to work properly groomed. In addition, t-shirts, with the exception of University or school shirts, are not permitted. Employees required to wear safety

equipment or clothing still must do so on a casual dress day.

Administration may issue more specific guidelines concerning any exceptions to this policy.

Punctuality and Attendance

As an employee of BayTech, you are expected to be punctual and regular in attendance. Any tardiness or absence causes problems for your fellow employees and administration. When you are absent, your assigned work must be performed by others.

Employees are expected to report to work as scheduled, on time, and be at their assigned work location prepared to start work at the commencement of their shift. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized BayTech business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must under all, but the most extenuating circumstances, notify the Coordinator of Human Resources and your supervisor by at least 6:00 a.m. on the day you are scheduled to work, and preferably no later than 8:00 p.m. the night before you are scheduled to work. If you call after 6:00 a.m. and do not arrive in time for your assigned shift, you will be considered tardy for that day, unless there were unusual circumstances. In all cases of absence or tardiness, employees must provide administration with an honest reason or explanation. Employees also must inform administration of the expected duration of any absence. Excessive absenteeism or tardiness, whether excused or not, will not be permitted. BayTech defines excessive absenteeism as more than five (5) days of absence in a one (1) month period.

If you fail to report for work without any notification to the Coordinator of Human Resources and your supervisor for 3 consecutive business days will, in most cases, be considered as voluntarily abandoned or resignation from your position.

Other Employment

While employed by BayTech, employees are expected to devote their energies to their jobs with BayTech. The following types of employment elsewhere are strictly prohibited, unless specifically allowed in writing in the employee's employment agreement:

- Additional employment that conflicts with an employee’s work schedule, duties, and responsibilities at BayTech:
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with BayTech;
- Additional employment that impairs or has a detrimental effect on the employee’s work performance with BayTech;
- Additional employment that requires the employee to conduct work or related activities on BayTech property during the employer's working hours or using BayTech facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of BayTech.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to BayTech explaining the details of the

additional employment. If the additional employment is authorized, BayTech assumes no responsibility for it. BayTech shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Charter Compliance

All employees are required to adhere to the requirements and mission of the BayTech Charter Petition for their work-site location.

Code of Professionalism

BayTech Charter School staff members will be a dedicated group of professionals who believe that education is a "vocation" and "not a job." They will be bound by a common philosophy and belief that all children are gifted and can learn. Staff Members at BayTech Charter School will be actively committed to working together and ensuring that the mission and vision are upheld. The staff will be proactive in the planning, implementation, and evaluation of the instructional program and school operation. They will be accountable for students' academic and social growth, and fulfill all required duties and responsibilities.

BayTech Charter School will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, gender identity, marital status, physical disability, mental disability, medical condition, or age.

The following Code of Ethics applies to all staff members of BayTech Charter School, full or part-time.

Prohibited Conduct

The following conduct is prohibited and will not be permitted by BayTech. This list of prohibited conduct is illustrative only. Other types of conduct that threaten security, personal safety, employee welfare and BayTech's operations also may be prohibited.

- Falsifying employment records, employment information, or other BayTech records;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time sheet, either your own or another employee's;
- Theft and deliberate or careless damage or destruction of any BayTech property, or the property of any employee;
- Removing or borrowing BayTech property without prior authorization;
- Unauthorized use of BayTech equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on BayTech property;
- Participating in horseplay or practical jokes, which could result in physical harm to the employee/others or which could be viewed as prohibited harassment and/or discrimination as described in this handbook, on BayTech time or on BayTech premises;
- Carrying firearms or any other dangerous weapons on BayTech premises at any time;

- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating, or participating in a disruption of any kind during working hours on BayTech property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of an administrator, or the use of abusive or threatening language toward an administrator;
- Using abusive language at any time on BayTech premises;
- Failing to notify the Executive Assistant/Payroll Tech or site administrator, when unable to report to work;
- Unreported absence of three (3) consecutive scheduled workdays, unless substantiated by an emergency situation which caused the employee to be unable to report and the employee reported as soon as possible after the emergency ended;
- Failing to obtain permission to leave work for any reason during normal working hours, excluding normally scheduled lunch periods;
- Failing to observe working schedules, including rest and lunch periods;
- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Making or accepting personal telephone calls, including cell phone calls and text messaging during working hours, except in cases of emergency;
- Working overtime without authorization or refusing to work assigned overtime;
- Wearing disturbing, unprofessional or inappropriate styles of dress or hair while working;
- Violating any safety, health, security or BayTech policy, rule, or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing of or involvement in any act of unlawful harassment of another individual;
- Engaging in romantic or personal displays of affection on BayTech grounds or at an BayTech- sponsored event;
- Failing to promptly report work-related injury or illness.

This statement of prohibited conduct does not alter BayTech's policy of at-will employment. Either you or BayTech remain free to terminate the employment relationship at any time, with or without reason or advance notice, unless the employee has a written employment agreement approved by the Board of BayTech and signed by both parties, or their designees, which provides otherwise.

Drug and Alcohol Abuse

BayTech is concerned about the use of alcohol, illegal drugs, or controlled substances (including medicinal marijuana) as it affects the workplace. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to BayTech. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes BayTech to the risks of property loss or damage, or injury to other persons.

Furthermore, the use of prescription drugs and/or over-the-counter drugs also may affect an employee's job performance and may seriously impair the employee's value to BayTech. Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify an administrator of such use immediately before starting or resuming work.

BayTech prohibits the following:

- Possession or use of an illegal or controlled substance, or being under the influence of an illegal or controlled substance while on school grounds or at any BayTech-sponsored event;
- Driving any vehicle while on BayTech time while under the influence of alcohol;
- Distribution, sale, or purchase of an illegal or controlled substance while on school grounds or at any BayTech-sponsored event; and
- Conviction under any criminal drug statute for a violation occurring while on school grounds or at any BayTech-sponsored event.

BayTech reserves the right to conduct searches of BayTech property or employees and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy and other policies. As a result, employees do not have an expectation of privacy in this regard.

BayTech may conduct drug testing of an employee based upon reasonable suspicion that the employee is under the influence of alcohol, illegal drugs or controlled substances. Refusal to comply with a request for drug testing may result in discipline up to and including termination.

Violation of these rules and standards of conduct may result in BayTech reporting such conduct to law enforcement and disciplinary action, up to and including termination, at BayTech's discretion.

Smoking

Neither smoking nor vaping is allowed in and around any area of BayTech or at any school-sponsored events or functions. Additionally, the King Estates Campus, 8251 Fontaine St. is a OUSD building which falls under the OUSD guidelines of being a certified Tobacco-Free School District which states

> *"A tobacco-free school prohibits all tobacco use anytime, anywhere by anyone on all school property, and at all school-sponsored events (California Health and Safety Code Section 104420 [n][2]). School property includes buildings, grounds and vehicles owned or leased by the school. School-sponsored events include sporting events, school dances and other events held on and off school property."*

BayTech expects all employees to be free from any indication of smoking while on campus. This includes, but is not limited to, the possession of tobacco, vape pens or other marajuana products on campus without a medical prescription, wearing or posting symbols related to smoking, tobacco or marajuana and smelling of marijuana or tobacco

Off-Duty Conduct

While BayTech does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with BayTech's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect BayTech's or their own integrity, reputation or credibility. Off-duty conduct by an employee that adversely affects BayTech's legitimate business interests or the employee's ability to perform his or her job may be grounds for disciplinary action, including but not limited to dismissal.

Discipline

Inappropriate conduct, such as violation of school policies and rules and/or poor performance, may warrant disciplinary action. Under appropriate circumstances, BayTech may subject an employee to a range of disciplinary action that includes, but is not limited to, verbal warnings, written warnings, suspension, or termination. The system is not formal, and BayTech may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to and including immediate termination of employment. BayTech's use of varying forms of discipline does not alter the at-will employment relationship in any way. Employment is at the mutual consent of the employee and BayTech. Accordingly, either the employee or BayTech can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

WAGES

Payment of Wages

All employees will be paid monthly on the 10th & 26th of each month or the business day prior if the 10th or 26th is to fall on a weekend or holiday. Salary employees will receive 24 equal paychecks during their term of employment for each academic year from July 1st of the current year to June 30th of the following year. Notwithstanding, nothing in this section should be construed as an offer of employment for a fixed term. If you observe an error on your check, please report it immediately to the Executive Assistant/Payroll Tech.

BayTech encourages employees to use direct deposit for salary and other wages. Direct deposit will occur on the pay date as described above. The employee has the right to choose the institution which will receive the direct deposit on the employee's behalf.

Employees are responsible for timely submitting direct deposit information to BayTech prior to their first pay date and for timely submitting any changes to their direct deposit information. To begin, change, or stop automatic payroll deposit, you must complete the Direct Deposit Authorization form (available from BayTech's main office) and return it to the Executive Assistant/Payroll Tech at least ten (10) calendar days before the pay period for which you would like the requested action to occur.

You should carefully monitor your payroll deposit statements for the first two pay periods after the requested action begins. BayTech is not liable for any loss that occurs due to an employee submitting erroneous direct deposit information or for failing to timely provide updated direct deposit information.

Advances

BayTech does not permit advances against paychecks.

Deductions for Exempt Employees

Employees paid on a “salary basis” regularly receive a predetermined amount of compensation each pay period. Subject to the exceptions listed below, exempt employees will receive full salary for any workweek in which they perform any work, regardless of the number of days or hours worked. Exempt employees may not be paid for any workweek in which they perform no work, subject to BayTech benefits programs and policies.

No deductions from salary may be made for time when work is not available, provided the exempt employee is ready, willing, and able to work. Deductions from pay are permissible when an exempt employee:

- Is absent for one or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy, or practice of providing compensation for salary lost due to illness;
- Is absent for jury duty or military duty for a full week and performs no work during the week; or

- Works less than a full week during the initial or final week of employment.

If you believe that an improper deduction from your salary has been made, you should immediately report this information to the Executive Assistant/Payroll Tech. Reports of improper deductions will be investigated promptly. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made.

Non-Exempt Employees

Meal and Rest Periods

Meal Periods: All non-exempt employees are provided the opportunity to take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. A second meal period of not less than 30 minutes is also required whenever a non-exempt employee works more than 10 hours in a workday. You must commence your second meal period before you complete your tenth hour of work. Meal periods are unpaid.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to BayTech's policy, you must notify the Coordinator of Human Resources or a site administrator in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with BayTech's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Overtime for Non-Exempt Employees

Non-exempt employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. BayTech will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by an administrator.

BayTech provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows. Employees will receive one and one half their regular rate of pay for all hours worked in excess of eight hours in one workday or 40 hours in one workweek. Employees will receive double their regular rate of pay for all hours

worked in excess

Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

For purposes of calculating overtime, BayTech's standard work week begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 a.m. (midnight). BayTech's standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Pay for Mandatory Meetings/Training

BayTech will pay non-exempt employees for their attendance at meetings, lectures, and training programs outside of their normally scheduled work hours under the following conditions:

- Attendance is mandatory;
- The meeting, course, or lecture is directly related to the employee's job;
- The employee who is required to attend such meetings, lectures, or training programs has been notified of the necessity for such attendance by his or her administrator;

Employees who do attend will be compensated at their regular rate of pay. Any hours in excess of eight hours in a day or 40 hours in a week will be paid at the appropriate overtime rate, at the hourly rate in effect at the time the overtime work is being performed.

Timekeeping Requirements

All non-exempt employees are required to use a timesheet to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work day, including the start and end of the employee's meal period. Employees must also record their time whenever they leave the building for any reason other than BayTech business. Any handwritten marks or changes on the time sheet must be initialed by the Executive Assistant/Payroll Tech or a site administrator. Completing another employee's timesheet, allowing another employee to complete your timesheet, or altering a timesheet is not permissible and is subject to disciplinary action.

Any errors on your timesheet should be reported immediately to the Executive Assistant/Payroll Tech.

Work Schedules

BayTech is normally open for business between the hours of 8:00 a.m. and 4:00 p.m. Monday through Friday. An administrator will assign your individual work schedule. **All employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.**

Exchanging work schedules with other employees is discouraged. However, if you need to exchange schedules, notify an administrator, who may authorize an exchange if possible. Work schedule exchanges will not be approved for the mere convenience of an employee or if the exchange interferes with normal operations or results in excessive overtime.

SAFETY AND HEALTH

Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. Employees must report all work-related injuries or illnesses immediately to your administrator. In compliance with California law, and to promote the concept of a safe workplace, BayTech maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives in BayTech's main office.

In compliance with Proposition 65, BayTech will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Workplace Violence

BayTech has adopted the following workplace violence policy to ensure a safe working environment for all employees.

Acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and may lead to discipline up to and including termination.

Possession of non-work related weapons on BayTech premises and/or at BayTech-sponsored events may constitute a threat of violence.

It is every employee's responsibility to assist in establishing and maintaining a violence-free work environment. Therefore, each employee is expected and encouraged to report any incident which may be threatening to you or your co-workers or any event which you reasonably believe is threatening or violent. You may report an incident to any administrator.

A threat includes, but is not limited to, any indication of intent to harm a person or damage BayTech property. Threats may be direct or indirect, and they may be communicated verbally or nonverbally.

Employees Who Are Requested to Drive

Employees who are required to drive a BayTech vehicle, or their own vehicles on BayTech business, are required to maintain at all times a valid driver's license and insurance coverage.

BayTech participates in a system that allows them to check the state Department of Motor Vehicles (DMV) records of all employees who drive as part of their job. Employees must show a copy of current automobile insurance.

BayTech retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked, or who fails to maintain personal automobile insurance coverage or who is uninsurable under BayTech's policy.

Employees who drive their own vehicles on BayTech business will be reimbursed at the

current standard rate for mileage as defined by the Internal Revenue Service.

Prohibited Use of Cell Phone While Driving

In the interest of the safety of our employees and other drivers, BayTech employees are prohibited from using cell phones while driving on BayTech business and/or on BayTech time.

If your job requires that you keep your cell phone turned on while you are driving, you must use a hands-free device. Under no circumstances should employees place phone calls while operating a motor vehicle while driving on BayTech business and/or on BayTech time. BayTech recommends preprogramming frequently used numbers into your phone rather than looking up numbers before dialing them.

Writing, sending, or reading text-based communication – including text messaging, instant messaging, and email – on a wireless device or cell phone while driving is also prohibited under this policy.

Recreational Activities and Programs

BayTech or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

TERMINATION

Employee References

All requests for references must be directed to the Executive Director or designee. No other administrator, coordinator, or employee is authorized to release references for current or former employees.

By policy, BayTech discloses only the dates of employment and the title of the last position held of former employees. If you authorize the disclosure in writing, BayTech also will inform prospective employers of the amount of salary or wage you last earned.

Involuntary Termination

Violation of BayTech's policies and rules may warrant disciplinary action. BayTech has established a system of discipline that includes verbal warnings, written warnings, and/or suspension. The system is not formal and BayTech may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, termination of employment. BayTech's policy of discipline in no way limits or alters the at-will employment relationship.

Voluntary Resignation

Voluntary resignation results, in most cases, when an employee voluntarily quits his or her employment at BayTech, or fails to report to work for three (3) consecutively scheduled workdays without notice to, or approval by, an administrator. All BayTech-owned property, including vehicles, keys, identification badges, and credit cards, must be returned immediately upon termination of employment.

Teachers

Employee agrees that should he/she desire to terminate their professional relationship with BayTech, BayTech requests that the employee provide written notice to the Executive Director thirty (30) calendar days prior to the effective date of the resignation. Prior notice will allow BayTech to find a suitable and qualified replacement for the vacant position.

In accordance with *Education Code* section 44420, BayTech is required to report a credential holder on a *fixed-term* contract that refuses, without good cause, to fulfill a valid contract of employment. BayTech may pursue filing a complaint with the California Commission on Teacher Credentialing, which may result in adverse action on the credential holder. The reporting requirement does not apply to teachers who are employed on an at-will basis rather than on a fixed-term contract.

Non-Teachers

Employee agrees that should he/she desire to terminate their professional relationship with BayTech, BayTech requests that the employee provide written notice to the Executive

Director fifteen (15) calendar days prior to the effective date of the resignation. Prior notice will allow BayTech to find a suitable and qualified replacement for the vacant position.

Bases for Disciplinary Action

The following violations are considered misconduct and will result in disciplinary action up to and including termination of employment.
The following acts or omissions, among others may constitute grounds for disciplinary action:

- Insubordination
- Unprofessional job-related conduct
- Breach of confidentiality
- Incompetence or inefficiency in the performance of duties as identified through due
- process
- Corporal punishment of students
- Improper conduct toward students and other employees
- Conduct in violation of any BayTech policy
- Conviction of a felony related to the employees employment
- Serious misconduct of the employees job
- Abuse of BayTech's Sick Leave Policy
- Excessive tardiness
- Unexcused absences from work
- Gross waste of BayTech supplies and equipment
- Dishonesty or falsification of any information
- Possession of alcohol, tobacco or other intoxicants
- The use of or being under the influence of alcohol or other intoxicants
- Verbal or physical fighting on campus

Corrective action may be taken against the employee in response to a rule infraction or violation. Corrective action will continue until the violation or infraction is corrected. Corrective action may start with a verbal warning and then a written warning.
Suspension with and without pay may be administered by the Executive Director when the misconduct is sufficiently serious enough to warrant the initiation of disciplinary action at this level. The most severe infraction may immediately lead to dismissal.

Staff Procedures

There are certain requirements that must be completed in the operation of the school.

- Teachers must take attendance at the beginning of the period/block period in AERIES
- It is the teacher's responsibility to communicate on their student's grades
- Grades must be kept up to date in AERIES

- Progress reports should be sent to parents 6 times a year
- Teachers will have lesson plans for each class period
- Teachers are required to post assignments, syllabuses, homework, and classroom information on AERIES and in Google Classroom
- If you want to watch a movie in class you must get prior approval from your administrator
- Every teacher is required to have a substitute folder with assignments, roll sheet, and seating chart
- If you need to step out of your classroom contact your administrator
- Teachers are responsible for materials and technology devices in their class so an inventory is essential
- Although classrooms will be cleaned. However teachers are responsible for the overall appearances of your classroom. Hold students accountable for their trash.
- Teachers are responsible for the proper use of student computers and supervision of student use of devices. Make sure students use their own accounts and their assigned computers at all times
- All teachers should dismiss their class in lines.
- Teachers should be in their classroom doorway during passing periods.
- All students must have a hall pass when out of the classroom. Only one student should be out of the classroom at a time.
- Students must have a pass to go to the office.
- Teachers will escort their class to lunch during the appropriate time.
- Staff should report to lunch duty in a timely manner and surprise for the duration of the period
- Staff must make arrangements with another staff member to cover your duty if you are not able to fulfill it
- Students are only allowed to eat in designated eating areas
- Emergency drills will be conducted regularly. Each room will have an emergency folder with student rosters and emergency procedures which you will use during the emergency drill.
- Copy machines are to be used for academic reasons. Please plan ahead. Office personnel will not be available to make copies for classroom use
- Staff use of personal calls is prohibited during class time unless it's an emergency. Please put your phones on “Do Not Disturb”
- Please respect your fellow colleagues by cleaning up after yourself in the teachers’ lounge and the copy work area
- Use the defined program for purchase requests, expense reimbursement, and staff attendance
- Order your classroom supplies through the Executive Assistant as needed
- Staff members are encouraged to attend all school events. Teachers must attend staff meetings, professional development, Back to School Night, Open House, parent conference and IEPs

Field Trips

Teachers may arrange class trips to enhance their educational program. Discuss fundraising with your administration. Remember students may not be required to pay to attend a class trip. Please follow the following field trip procedures:

- Field trip request form must be turned into the administration at least four weeks prior to trip.
- Make arrangements for transportation
- Send out student permission slips to parents
- Make arrangements for parent chaperoning, 1 to every 10 students
- Make arrangements for students not attending class trip

Appendix A - Uniform Complaint Form

BAYTECH



Bay Area Technology School
8251 Fontaine Street
Oakland, CA 94605

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI:_____

Student Name (if applicable): _____ Grade:_____ DOB:_____

Street Address/Apt#: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Migrant Education
- ☐ Consolidated Categorical Aid
- ☐ Career/Technical Education
- ☐ Special Education
- ☐ Child Nutrition
- ☐ Foster/Homeless Youth
- ☐ Pupil Fees
- ☐ No Child Left Behind Programs
- ☐ Tobacco-Use Prevention Education
- ☐ Bilingual Education
- ☐ Every Student Succeeds Act Program
- ☐ Economic Impact
- ☐ Local Control Funding Formula/Local Control and Accountability Plan

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Medical Condition
- ☐ Immigration Status
- ☐ Gender/Gender Expression/Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Percieved)
- ☐ Sexula Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one of more of these actual or perceived characteristics
- ☐ Marital Status

Appendix A - Uniform Complaint Form

BAYTECH



Bay Area Technology School
8251 Fontaine Street
Oakland, CA 94605

1. Please give facts about the complaint. Provide details such as names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive to your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____

Mail complaint and any relevant documents to:

Seth Feldman
Executive Director
sfeldman@baytechschool.org
8251 Fontaine St.
Oakland, CA 94605
510.382.9932

CONFIRMATION OF RECEIPT

EMPLOYEE HANDBOOK ACKNOWLEDGMENT AND AGREEMENT

I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook located on the BayTech website and in the BayTech Office.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by BayTech. BayTech reserves the right to change my hours, wages, and working conditions at any time. Unless specified otherwise in an agreement between me and BayTech or the Board, I understand that I am an at-will employee. I understand and agree that other than the Board of BayTech, no director, coordinator, or representative of BayTech has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at- will; only the Board has the authority to make any such agreement and then only in writing, signed by both parties.

I understand that nothing in the handbook is intended, nor should be construed, as a limitation of my right and BayTech's right to terminate the employment relationship at any time, with or without notice, and with or without cause, or BayTech's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand and agree that nothing in the employee handbook creates or is intended to create a promise or representation of continued employment and that employment at BayTech is employment at-will, unless I have signed a written employment agreement as described above; at-will employment may be terminated at the will of either BayTech or myself. I understand that BayTech reserves the right to depart from and modify the policies stated in the handbook at its sole discretion, with the exception of my at-will status and the BayTech's absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment.

My signature certifies that I understand all of the above and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with BayTech, unless I have a signed written employment agreement as described above which provides otherwise.

Employee's Signature_____

Employee's Printed Name _____

Date _____

Appendix 15 – Health, Wellness, and Safety Plans

This appendix includes Bay Area Technology School's core health, wellness, and safety policies required under Education Code §47605(c)(5)(F) and OUSD Board Policy 0420.4. These policies collectively demonstrate the school's compliance with state and federal law, and its commitment to maintaining a safe, inclusive, and equitable environment for all students and staff.

Contents:

1. *School Wellness Policy*
   – Outlines BayTech's approach to promoting student wellness through nutrition, physical activity, and overall well-being.

2. *Emergency & Safety Plan (2025–2026)*
   – Details procedures for emergency response, disaster preparedness, and staff training to ensure a safe campus environment.

3. *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy*
   – Defines procedures for preventing and addressing harassment and discrimination.

4. *Uniform Complaint Procedures (UCP)*
   – Establishes procedures for filing and resolving complaints under California Code of Regulations, Title 5, Section 4600 et seq.

WILLOW EDUCATION
BAY AREA TECHNOLOGY SCHOOL

8251 Fontaine Street
Oakland, CA 94605
Phone: (510) 382-9932
Fax: (510) 382-9934
www.baytechschool.org

WELLNESS POLICY

The Board of Directors of Willow Education, a California nonprofit public benefit corporation doing business as Bay Area Technology Charter School ("BayTech" or "Charter School"), is committed to the optimal development of every student. BayTech believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines BayTech's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in BayTech have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the School campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after School;
- The School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of BayTech in creating continuity between School and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in BayTech. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

BayTech will convene a representative School Wellness Committee ("WellCom"), or work within an existing school health committee, that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Policy.

WellCom membership will represent all grade/school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g.., Executive Director, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the WellCom will reflect the diversity of the community.

Leadership

The Executive Director/Principal or designee(s) will convene the WellCom and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Additionally, the designated official for oversight of the WellCom is:

Assistant Principal

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, BayTech will ensure the School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at:
https://sites.google.com/a/baytechschool.org/bay-tech-board-agendas-and-documents/residents

Recordkeeping
BayTech will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy;
- Documentation demonstrating that the Policy has been made available to the public;
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation of the triennial assessment of the Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy
BayTech will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy and implementation status. BayTech will make this information available via the School website and/or School-wide communications. BayTech will provide as much information as possible about the School nutrition environment. This will include a summary of School's events or activities related to Policy implementation.

Triennial Progress Assessments
At least once every three years, BayTech will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the School in compliance with this Policy;
- The extent to which the School's policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Warren Wallace, Assistant Principal wwallace@baytechschool.org

The WellCom/Executive Director/Principal will monitor the School's compliance with this Policy.

BayTech will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy
BayTech will update or modify this Policy based on the results of the annual School Health Index and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **This Policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

BayTech is committed to being responsive to community input, which begins with awareness of the wellness policy. BayTech will actively communicate ways in which representatives of WellCom/the School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. BayTech will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

BayTech will use electronic mechanisms, such as email or displaying notices on the School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important School information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. BayTech will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

BayTech participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). The School also operates additional nutrition-related programs and activities including The School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
    - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
    - Sliced or cut fruit is available daily.
    - Daily fruit options are displayed in a location in the line of sight and reach of students.
    - All available vegetable options have been given creative or descriptive names.
    - Daily vegetable options are bundled into all grab-and-go meals available to students.

- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All School nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These School nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. BayTech will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

BayTech is committed to ensuring that all foods and beverages available to students on the School campus during the school day support healthy eating. The foods and beverages sold and served outside of the School meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the BayTech campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. Celebrations and parties. BayTech will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

2. Classroom snacks brought by parents. BayTech will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. BayTech will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the BayTech campus during the school day. BayTech will make available to parents and teachers a list of healthy fundraising ideas

Nutrition Promotion

BayTech will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director/Principal reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

IV. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. BayTech has the following specific goals to promote student wellness, consistent with this Policy: 1) Student participation in Physical fitness and regular PE activities 2) student activities encouraged during lunch breaks

In developing these goals, the School reviewed and considered evidence-based strategies and techniques and parent input. BayTech will work toward achievement of these goals by: 1) adjusting school schedules to allow for activities during lunch and after school 2) recognizing students for achievement in physical fitness.

V. Other Activities that Promote Student Wellness

BayTech will integrate wellness activities across the entire School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. BayTech will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All School-sponsored events will adhere to this Policy's wellness guidelines. All School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

BayTech will *develop and/or enhance,* relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, BayTech will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help BayTech staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Bay Area Technology School
Comprehensive Safety Plan

School:
Bay Area Technology School
1445 23rd Avenue
Oakland, CA 94606

Committee:
Yesenia Perez
Sandra Martinez
Gail Williams
Dessiree Lozano
Seth Feldman

Charter Authorizing District:
Oakland Unified School District

Bay Area Technology School
1445 23rd Ave, Oakland Ca, 94606
www.baytechschool.org | 1 - 800 - 741 -BATS (2287)

Table of Contents

Safety Plan Purpose..... 2

Discipline Policies..... 2

Expected Student Behavior..... 3

Emergency Drills..... 5

Fire Drill Procedure..... 5

Active Shooter Drill Procedure 5

Emergency Contact Numbers..... 6

Reunification 6

Classroom Procedures and Consequences..... 8

Suspension and Expulsion Policies..... 9

Harassment Policy and Reporting Procedures..... 10

School Wide Dress Code..... 13

Bullying Policy and Prevention..... 14

Procedures for Entering and Exiting Campus..... 14

Child Abuse..... 15

I. Safety Plan Purpose

Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card. A copy of the Comprehensive School Safety Plan is available for review at Bay Area Technology School's office.

II. Discipline Policies

Bay Area Technology School Student Code of Conduct BayTech is committed to excellence in academic instruction and in cooperating with parents/guardians to teach students the behaviors and skills that support social successes throughout life. To accomplish this goal, BayTech is taking a proactive approach to teaching social skills as a significant component of the educational program. The curriculum includes teaching of the behaviors necessary for effective and satisfying social interaction in school, on field trips, in the community, and at home.

Dress Code and Personal Appearance: The uniform policy at BayTech helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by

varied dress styles. Students are required to arrive in dress code every day and wear the school uniform at all times except for “free dress days”, “ College T-shirt days”, and “Spirit Week.” Students out of dress code will not be allowed to attend class. Refer to Student Uniform Policy on later pages.

III. Expected Student Behavior

Students should always remember that their behavior and actions at school and at school-sponsored activities are a reflection not only of themselves, but also of the school. The following is a guideline of what expected from a BayTech student:

Breakfast/Lunch Time/After School:
Students must:

- Proceed to the designated eating area as directed by BayTech staff.
- Eat and finish their breakfast/lunch in the assigned areas; food is not to be consumed outside of these locations.
- Wait patiently for their food and follow instructions from adults on duty.
- Clean up after themselves and dispose of trash in the appropriate bins.
- Do not enter classrooms unless specifically directed to do so by a BayTech staff member.
- Restroom use is at the discretion of the security guard/supervisor staff. Students must carry a pass provided by security guard/supervisor staff.

On Campus:
Students must:

- Stay in designated areas on-campus at all times.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular phones only after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student’s parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours.
- Not use matches, lighters, or any type of explosive incendiary device on campus.

- Remember that no electronic devices such as CD/mp3/iPods may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:
Students must:

- Be courteous and quiet during the entire assembly.
- Be respectful to the presenter/speaker.
- Follow all teacher/staff directions.

Field Trips:
Students must:

- Be on their best behavior.
- Pay attention to the directives given by the moderator and trip leader.
- Follow all school rules pertaining to behavior.
- Follow BayTech dress code - unless authorized by administration.

Public areas:
Students must:

- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always: walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others' personal space and keep their hands to themselves even in play.
- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Keep in mind that public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.

- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.

IV. Emergency Drills

Fire drills, lockdowns, and evacuation drills are conducted periodically for everyone's protection and are required by law. During these drills it is imperative that students remain silent, follow instructions given by the staff, and carry out all directions in an orderly fashion.

- Evacuation plan, earthquake procedure, lockdown, and fire drill protocol can be found on site. Materials are available in the BayTech office.

V. Fire Drill Procedure

Line up at the classroom exit and report to your class number on the turf field in a single line formation. The individual class numbers start approximately 10 yards away from the right side of the turf field. The numbers are listed in the following order. 108, 201, 202, 302, 303, 304, 305, 306, 307, 308, 309, 317, and Gym

Once in formation, please take attendance. If a student is not accounted for at this time please hold up the red folder until an administrator comes to speak to you. If everyone is present and accounted for please hold up the Green folder. A staff member will mark attendance in accordance with your information.

VI. Active Shooter Drill Procedure

Upon receiving notification of an active shooter drill or an actual incident please lock the door, turn off the lights, pull down the blinds/shades and instruct the students to shelter in place under a designated hiding place marked with a "red dot".

DO NOT open the door for anyone. Officials will knock and identify ourselves prior to entering the classroom with a key.

If you are outside of the classroom upon notification of an actual active shooter incident. Please employ the RUN, HIDE, FIGHT protocol in order to protect your life.

- **RUN** is removing at-risk individuals from the scene entirely, reducing the total number of potential victims. If you exercise this option and remove yourself from the situation, you should call 911 as soon as you reach safety to confirm your location.
- **HIDE** If you believe the active shooter might be in your near vicinity, a second option is

to take cover and hide in a strategic location immediately. Try to pick a bulletproof hiding place that can be locked or barricaded to prevent anyone from coming in.

- **FIGHT** If necessary, a third option is to take action and fight to protect yourself with whatever you have available to you. Whether that be a desk chair, heavy object, scissors, or hot coffee, use anything at your disposal to counter, disarm, or immobilize the shooter.

Please wait for the all clear call from the respective incident commander prior to resuming normal classroom activities.

VII. Emergency Contact Numbers

Bay Area Technology School - 800-741-2287
Law Enforcement/Fire/Paramedic - 911
Child Abuse Reporting (Alameda County) - 510-259-1800
Oakland Police Department - 510-777-3333
Alameda County Sheriff's - 510-272-6872

VIII. Reunification

A Family Reunification procedure is used when it is necessary to release students directly to their parent, guardian or designated emergency contact due to an emergency situation that prevents a normal dismissal. Situations which may require a Family Reunification include, but are not limited to:

- Fire or Damage to a School Building,
- Natural Disaster,
- Field Trip Emergency or School Bus Accident,
- Violence in the Surrounding Community,
- A Situation involving a Threat, Weapons or Violence at School.

The Family Reunification process will help to reduce anxiety during a potentially stressful situation and reunite children with their families in a structured, timely & safe manner.

Location:
Many circumstances surrounding the emergency will impact decisions about the best location to conduct a Family Reunification. The school administrator, in consultation with the Police or Fire Incident Commander (if they are involved), will decide whether to hold the reunification on the school campus or at an off-campus location. Here are considerations for each:

- On-Campus Reunification:

    - If the conditions on campus are safe, if it does not interfere with a crime scene or fire/rescue operations, and if roads are open and accessible to parents and guardians, On-Campus Reunification may be possible. Weather may also be a factor in the decision of a Reunification Location.
- Off-Campus Reunification:
    - In cases where it is not safe to remain on campus or where parents coming to and from the school may create more of a hazard, a Family Reunification may take place Off-Campus.
    - Off-Campus Reunification sites are divided into two categories: 1) Near Campus: sites within walking distance, and 2) Away from Campus: sites which require buses to transport students. Potential Off-Campus Reunification sites include neighborhood churches, theaters, community centers, etc. We don't publicize this list because every situation is different and decisions about using these sites are made based on the circumstances of each particular emergency. Also, publicizing this information could tip off someone aiming to cause harm, providing them an additional target.

Communicating with Students & Staff:
Clear instructions about the reunification plans will be distributed to school staff using the CrisisGo app, intercom, email, runners and possibly even by using a megaphone.

Communicating with Parents & Guardians:
CrisisGo, Mass Phone Calls, ParentSquare posts, Text Messages, etc. will be used to communicate and update Parents & Guardians of the situation on campus, location and procure for reunification. Here is an example message that could be used to send to parents using our mass phone call system.

> *This is an important message from Bay Area Technology School. Today is Monday, February 29th. It is 2:30. The emergency situation at Bay Area Technology School is over. Please listen carefully to these student-release instructions. Parents, please go to the Community Center located at 1234 Community Center Drive to pick up your child. Do not come to the school. All students, including those who normally ride the bus, will be taken to the Community Center and released to parents and guardians there. Bring your photo identification with you to the Community Center. School staff will check your ID against a list of individuals approved to sign out each student. This is for the safety of your child. Thank you for your patience as we work to reunite you with your child.*

A copy of the statement will be faxed or emailed to neighboring schools and to the 911 Dispatch Center as they often receive calls from concerned parents and community members and this will allow everyone to give out the same instructions.

Reunification

Upon arrival at the reunification site, Parents/Guardians will need to show photo identification and be listed as one of the Guardians or Emergency Contacts in the student's enrollment file in order to be released. Students will be released only to the persons listed on the student's record as a guardian or emergency contact.

IX. Classroom Procedures and Consequences

Classroom:

Students must:

- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Rules and Consequences:

Please check the teacher's syllabus for specific consequences that may include:

1. In-Class Warning
2. Student/Teacher Conference
3. Detention/Parental Notification
4. Parent Conference
5. Office Referral & Administrative Disciplinary Procedures

School Wide Standards and Consequences:

These policies apply to the entire student body and each classroom.

1. Throwing items in class - clean the classroom
2. Late for class - referral to Dean and potential future disciplinary and legal actions regarding truancy laws
3. Not in your seat - sit next to the teacher
4. Eating in class - serve lunch detention
5. Not prepared for class - referral to Dean of Students
6. Constantly talking - referral to Dean of Students
7. Defacing school property - pay for the damages and clean the school
8. Electronic device in class - confiscate the device according to BayTech policy
9. Sports equipment in class - equipment confiscated

Unacceptable Types of Behavior and Consequences:

Please see the Student/Parent Handbook (pg. 14) in the office.

X. Suspension and Expulsion Policies

Discipline Committee:
The principal or administrator designee can set up a discipline committee that includes a team of teachers to discuss issues. The discipline committee will present their findings to the principal. The principal or assistant principal makes the final decision.

Detentions:
Detention will be served within one week from the assigned day during the lunch period.

In-School Suspension (ISS):
Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have limited or no contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Out of School Suspension:
Notice of suspension and the reasons for the suspension will be given to the student and the parent in writing. If a student is suspended, she/he is responsible for contacting teachers within three school days upon returning to school to make up work that he or she misses during the suspension.

If a student receives two (2) disciplinary actions that require suspension, the third disciplinary action that requires another suspension may start the expulsion process. Suspensions are cumulative for each academic year.

Students and parent/guardian may appeal a suspension granted for more than four (4) days, within one (1) school day of the suspension. This appeal will be made to the principal. The student may not attend classes until the appeal is heard, but they will be able to turn in work for the classes they miss while waiting for the appeal and receive credit for that work. All responses on suspensions will be held within two (2) school days of the appeal being made.

Expulsion:
A student may be expelled either by the BayTech Board following a hearing before it or by the BayTech Board upon the recommendation of an Administrative Panel to be assigned by the BayTech Board as needed. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty

(30) school days after the principal or designee determines that the student has committed an expellable offense.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of BayTech's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

In the event an Administrative Panel hears the case, it will make a recommendation to the BayTech Foundation Board for a final decision whether to expel. The final decision will be made at the next scheduled board meeting. The student shall have no right of appeal from expulsion as the Board decision to expel is a final decision.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.
Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Enumerated Offenses:
Please see the Student/Parent Handbook (pg. 19) in the office.

XI. Harassment Policy and Reporting Procedures

BayTech believes in the dignity of each person and values working in conditions that enhance that dignity. Accordingly, BayTech views sexual harassment and coercive sexual advances as unacceptable in the school workplace. Such behavior will not be tolerated or condoned.

Prohibition Harassment

Policy BayTech is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. BayTech will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. BayTech will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, up to and including termination, if warranted.

BayTech, as your employer, must take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates Bay Tech's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act. Your signature on the Employee Handbook Acknowledgement Page will signify your receipt and review of this policy. Should you have any questions, concerns or suggestions on reporting procedures, please contact one of the Supervisors immediately. The forms can be found in the office.

Definition of Harassment
Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile working environment or that unreasonably interferes with job performance. Harassment may also include unwelcome, offensive racial or ethnic slurs, jokes, or similar conduct.

Definition of Sexual Harassment
The law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

The following illustrations are not to be construed as an all-inclusive list of prohibited acts under this policy. Sexual harassment may also include, but is not limited to:

<u>Physical assaults of a sexual nature, such as:</u>

1. Rape, sexual battery, molestation or attempts to commit these assaults; and
2. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.

<u>Unwanted sexual advances, propositions or other sexual comments such as:</u>

1. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any employee who indicates or who has indicated in any way that such conduct is unwelcome in his or her presence;
2. Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward; and
3. Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

<u>Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:</u>

1. Displaying pictures, cartoons, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic, or bringing to the work environment or possessing any such material to read, display, or view at work.
2. Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and
3. Displaying signs or other materials purporting to segregate an employee by sex in any area of the workplace (other than restrooms and similar semi-private lockers and changing rooms).

Preventing Sexual and Other Unlawful Harassment

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to Human Resources or to a supervisor. The Administration will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and such action may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the human resource representative, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of BayTech by writing directly to the Executive Director.

Investigations and No Retaliation
It is unlawful to retaliate or take reprisals in any way against an employee who has articulated a good faith concern about sexual harassment or discrimination against him or her or against another individual. Complainants and witnesses under this policy will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in the filing of a complaint, acting as a witness, or the reporting of sexual harassment.

Any employee who believes that he or she has been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to Human Resources or to a supervisor. BayTech will investigate complaints promptly and provide a written report of the investigation and decision.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

XII. School Wide Dress Code

BayTech has a dress code policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. Students will not be allowed to attend class if they are not in proper dress code. This dress code policy will be enforced, without exception, from the very first day of school.

In addition to wearing the school dress code, BayTech requires that you follow these additional guidelines in terms of dress code appearance and personal appearance. If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school. If you are still unsure about how you should look, or how the dress code should fit, check with administration or refer to page 24 in the Parent/Student Handbook.

If a student is unable to wear the school dress code to school due to extenuating circumstances, you need to obtain written permission from the school's administration immediately. Students not following the dress code policy may remain in the office and participate in independent study for the day.

XIII. Bullying Policy and Prevention

Bullying Policy
Bullying is not permitted or tolerated at BayTech. We have programs in place to prevent bullying yearly and are in accordance with California Law and Education Code. Unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or group, with or more of these perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following; pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Our consequences are as follows:

1st Offense: Parent/Guardian contacted; Detention; up to three (3) day Suspension

2nd Offense: Meeting with parent/guardian; up to five (5) day Suspension, possible Expulsion

Behavior Tracking, Bullying Prevention, Counseling
Student behavior is tracked via AERIES. BayTech uses this online program to communicate with parents and log information about behavior. Additionally, students are given a comprehensive overview of the school policies, particularly on how to deal with bullying. All staff members have access to STOP IT, an online bullying report form, which provides detailed instructions on how to report a bully. Once reported, the admin follows up each case and discusses the severity and impact of bullying. If necessary, students will meet with our school counselor to discuss personal traumas or prior incidents. CARE team meetings are held weekly to promote a culture of responsible and socially aware individuals.

BayTech annually invites the Kaiser Thrive Ghosted program to teach empathy, bullying prevention, and awareness.

IX. Procedures for Entering and Exiting Campus

Campus
BayTech is the only school that occupies the location at 1445 23rd Avenue, Oakland, CA 94606. A campus map is available in the office.

Morning Arrival

Students are expected to enter through the main doors at 23rd Avenue beginning at 8:00 a.m. The campus will be open at 8:00 a.m. to accommodate any students needing to arrive early. A faculty member is on campus during this time to supervise the students. A faculty member is present to greet students every morning at the front of the school.

Parents are encouraged to drop their children off in the front of the school campus at 8:00 a.m.

Afternoon Pick Up
Students can be picked up after school in the back of the building on 15th Street. A campus supervisor is on duty, after school, Monday through Friday.

Dismissal Procedures
Middle School students are dismissed at 2:25 p.m. on Monday, Tuesday, Thursday, and Friday. Parents can pick their children up in the front of the school. A campus supervisor will patrol the front of the school during dismissal. The campus supervisor will monitor behavior and activity at the bus stop during this time. High School students are dismissed at 3:25 p.m. on Monday, Tuesday, Thursday, and Friday.

On Wednesday, all High School students are dismissed at 1:55 p.m. A campus supervisor will patrol the front of the school until the 3:45 p.m. bus arrives. All remaining students will be relocated to the back of the school.

X. Child Abuse

Definition of Child Abuse
Child abuse means a physical injury that is inflicted upon a child by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

Child Abuse
- Injury inflicted by another person
- Sexual Abuse
- Neglect of child's physical, health, and emotional needs
- Unusual and willful cruelty; unjustifiable punishment
- Unlawful corporal punishment

Not Considered Child Abuse
- Mutual affray between minors

- Injury caused by reasonable and necessary force used by a peace officer: To quell a disturbance threatening physical injury to a person or damage property, to prevent physical injury, to another person or damage to property, for the purposes of self-defense, to obtain possession of weapons or other dangerous objects within the control of a child, to apprehend an escapee

Mandated Child Abuse Reporting

- Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report.

The telephone call must be made immediately or as soon as practicably possible by telephone, within 24 hours AND a written report must be sent within 36 hours of the telephone call to the child protective agency.

Sexual Activity Child Abuse

Laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and administrator to determine if particular provisions under this section are current and in effect.

- Involuntary sexual activity is always reportable.
- Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).
- Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Failure to Report Known or Suspected Child Abuse Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse. All staff have mandated reporter forms and contact numbers for Child Protective Services.

BAYTECH

Bay Area Technology School
8251 Fontaine Street
Oakland, CA 94605

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Bay Area Technology School ("BayTech") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, BayTech will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. BayTech school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, BayTech will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which BayTech does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. BayTech will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Seth Feldman or designee
Executive Director/Principal
director@baytechschool.org 510.382.9932

Definitions

Prohibited Unlawful Harassment

• Verbal conduct such as epithets, derogatory jokes or comments or slurs • Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis • Retaliation for reporting or threatening to report harassment
• Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by BayTech.

BayTech is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality

or sexual experience

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex

• Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
- Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by BayTech.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to: a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
   b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
   c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has

any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Seth Feldman or designee
Executive Director/Principal
director@baytechschool.org 510.382.9932

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

BayTech acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to

the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the
Coordinator or administrative designee on a case-by-case basis.

BayTech prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of BayTech, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences
Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures
When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the Student/Family Handbook and UCP Policy.

5. Right of Appeal

Should the reporting individual find the Coordinator'sresolution unsatisfactory, he/she may follow the following Dispute Resolution Process:

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Bay Area Technology School is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. BayTech's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

BayTech does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When BayTech receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good

faith or participating in an investigation. BayTech is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

• Verbal conduct such as epithets, derogatory jokes or comments or slurs; • Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis; • Retaliation for reporting or threatening to report harassment; or
• Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

BayTech is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment prevention training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal.

Sexual harassment may include, but is not limited to:

• Physical assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

• Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

• Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate BayTech policy.

Whistleblower Policy

BayTech requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

BAYTECH

Bay Area Technology School
8251 Fontaine Street
Oakland, CA 94605

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize BayTech to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by the Charter School</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Seth Feldman or designee

Executive Director/Principal

director@baytechschool.org 510.382.9932

Your Rights and Responsibilities Under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.

(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by BayTech.

(c) You have the right to inquire of the athletic director or other appropriate BayTech administrator as to the athletic opportunities offered by the School.

(d) You have the right to apply for athletic scholarships.

(e) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(f) You have the right to have access to our Title IX Coordinator regarding gender equity laws.

Please see above for this Coordinator's contact information.

(g) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.
(h) You have the right to pursue civil remedies if you have been discriminated against. (i) You

have the right to be protected against retaliation if you file a discrimination complaint.

(j) You can find out more information regarding your rights, BayTech's responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: http://www.cifstate.org/governance/equity/index
- California Department of Education, Office for Equal Opportunity: http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp
- United States Department of Education, Office for Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt.
- California Department of Education website: http://www.cde.ca.gov/re/di/eo/complaint.asp
- BayTech Uniform Complaint Procedures ("UCP") or Title IX/Harassment/Intimidation/Discrimination/Bullying Policy. Please see https://www.baytechschool.org/ for a complete copy of these policies.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with BayTech under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with BayTech under our UCP or Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html
- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

San Francisco Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102

Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with BayTech, please follow procedures set forth in those policies.

WILLOW EDUCATION
BAY AREA TECHNOLOGY SCHOOL

8251 Fontaine Street
Oakland, CA 94605
Phone: (510) 382-9932
Fax: (510) 382-9934
www.baytechschool.org

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Bay Area Technology School ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees

or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(4) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

(5) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, of if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the

complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Seth Feldman
Executive director/Principal
director@baytechschool.org
8251 Fontaine St.
Oakland, CA. 94605
510.382.9932

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

  Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

  Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

  The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

  The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

  Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Migrant Education
- ☐ Special Education
- ☐ Pupil Fees
- ☐ Bilingual Education
- ☐ Consolidated Categorical Aid
- ☐ Child Nutrition
- ☐ No Child Left Behind Programs
- ☐ Every Student Succeeds Act Prog.
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Career/Technical Education
- ☐ Foster/Homeless Youth
- ☐ Tobacco-Use Prevention Education
- ☐ Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Medical Condition
- ☐ Immigration Status
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics
- ☐ Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Seth Feldman
Executive director/Principal
director@baytechschool.org
8251 Fontaine St.
Oakland, CA. 94605
510.382.9932

Appendix 16 (Exhibit B) - Evidence of Insurance

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/26/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Edgewood Partners Insurance Center EPIC Brokers 14881 Quorum Drive, Suite 850 Dallas TX 75254	**CONTACT NAME:** Cynthia Lechuga **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:** cynthia.lechuga@epicbrokers.com
INSURED WILLEDU1 1445 23rd Ave, LLC 1445 23rd St Oakland, CA 94605	**INSURER(S) AFFORDING COVERAGE** / **NAIC #** **INSURER A :** GuideOne Insurance Company — 15032 **INSURER B :** CopperPoint Insurance Company — 14216 **INSURER C :** Indian Harbor Insurance Company — 36940 **INSURER D :** Zurich American Insurance Company — 16535 **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 271612743 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:	Y	Y	10053928	7/1/2025	7/1/2026	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 1,000,000 $ 10,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	**AUTOMOBILE LIABILITY** X ANY AUTO [ ] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY X Comp/Coll X Ded: $1000			010053929	7/1/2025	7/1/2026	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $			010053930	7/1/2025	7/1/2026	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N: N **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		1027714	7/1/2025	7/1/2026	X PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
C A D	Educators Legal Liability Abuse/Molestation Student Acc Base/CAT	Y	Y	ELL095691302 10053928 MCB556399002	7/1/2025 7/1/2025 7/1/2025	7/1/2026 7/1/2026 7/1/2026	$1,000,000 Agg $3,000,000 Agg Acc Death15k/Dism 30k	$1,000,000 Occ $1,000,000 Occ CAT $6,000,0000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Oakland Unified School District is listed as an additional insured when required by written contract with respect to general liability.

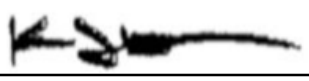
CERTIFICATE HOLDER

Oakland Unified School District
8251 Fontaine Street
Oakland CA 94605

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



© 1988-2015 ACORD CORPORATION. All rights reserved.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):
Oakland Unified School District
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

A. **Section II - Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

1. In the performance of your ongoing operations; or

2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III - Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or

2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

© Insurance Services Office, Inc., 2012