



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



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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



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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



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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



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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.



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- **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.



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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



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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?



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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.



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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.



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- **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.



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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



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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.



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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



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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 2.71x 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



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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



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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



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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%



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2024-25	9th	422%	66.67%	400%	72.73%
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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.

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
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	1	0.5%
Native Hawaiian or Pacific	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	2024-25	
% attending 4-year college						76.00%	75.00%	
% attending 2-year college						12.00%	10.00%	
% attending vocational/ technical training						6.00%	10.00%	
% joined military						2.00%	0.00%	
% working exclusively						4.00%	5.00%	

Teacher Recruitment/Retention (for each year of current charter term)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total # of classroom teachers on Census Day <i>(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)</i>	13	14	14	14	14	14	14	14
# of vacant classroom teaching positions on Census Day <i>(If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)</i>	0	0	0	0	0	0	0	0
# of new classroom teacher hires after Census Day	3	1	1	1	1	1	0	0
# of classroom teachers retained from prior year	6	9	12	12	12	12	12	10
# 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	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	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	# of Students
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
		<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
2018-19	3/12/2018	TK			
		K			
		6	229	40	0
		9	205	15	0
2019-20	3/14/2019	TK			
		K			
		6	207	40	0
		9	214	15	0
2020-21	3/12/2020	TK			
		K			
		6	155	40	0
		9	167	15	0
2021-22	3/11/2021	TK			
		K			
		6	192	40	0
		9	129	15	0
2022-23	3/10/2022	TK			
		K			
		6	141	40	0
		9	122	15	0
2023-24	3/9/2023	TK			
		K			
		6	110	40	0
		9	103	17	0
2024-25	3/7/2024	TK			
		K			

2024-25	5/1/2024	6	93	40	0
		9	100	15	0
2025-26	3/4/2025	TK			
		K			
		6	42	40	0
		9	26	15	0

Special Education		
	2023-24	2024-25
# of students with IEPs receiving < 450	47	42
# of students with IEPs receiving > 450	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)		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