Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on January 18, 2022 at 11:10 AM PST
Amended on January 19, 2022 at 5:56 PM PST

Date and Time

Wednesday January 19, 2022 at 6:00 PM PST

This meeting will be by teleconference pursuant to Government Code Section 54953(e).

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

https://us02web.zoom.us/j/89871618404

Participating by Telephone: 669-900-9128 Meeting ID: 898 7161 8404

Public Comment: Members of the public who wish to comment on an agenda item please physically raise your hand, use the raise hand tool in the zoom meeting platform or press star (*) nine if joining by telephone. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for

reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:00 PM**
A.	Call the Meeting to Order		Gilbert Lopez Jr.	1 m
B.	Roll Call		Luis Romo	3 m
C.	Announcements		Gilbert Lopez Jr.	6 m
D.	Public/Board Comments			
II.	**Business I**			**6:10 PM**
A.	Approval of Findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953	Vote	Gilbert Lopez Jr.	

Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

III.	**Consent Agenda**			**6:10 PM**
A.	Approval of Consent Agenda	Vote		5 m

1. Approval of Special Board Minutes 12/15/2021
2. Approval of Board Minutes 12/15/2021
3. Approval of Amended Conflict of Interest Code

		Purpose	Presenter	Time
	4. Approval of Amended COVID Health and Safety Policy 5. Approval of School Accountability Report Cards 2020-2021			
B.	Approval of Special Board Minutes 12/15/2021	Approve Minutes	Luis Romo	
C.	Approval of Board Meeting Minutes 12/15/2021	Approve Minutes	Luis Romo	
IV.	**Business II**			**6:15 PM**
A.	CEO Report	Discuss		15 m
B.	Approval of John Henry High School Comprehensive School Safety Plan (CSSP)	Vote	Natalie Garcia and Allyson Schoolcraft	5 m
C.	Approval of Lightweks Contract for Hybrid Classroom Setup at Downtown Charter Academy	Vote	Dennis Clark	5 m
D.	Approval of AMPS Audit for the Fiscal Year Ended June 30, 2021	Vote	Mike Barr	15 m
E.	Concerning Measures to Address Ongoing Impacts of COVID-19	Vote		5 m
V.	**Closing Items**			**7:00 PM**
A.	Adjourn Meeting			

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***SPECIAL PRESENTATIONS MAY BE MADE.*** *Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED 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 this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101*

Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org*

Coversheet

Approval of Consent Agenda

Section: III. Consent Agenda
Item: A. Approval of Consent Agenda
Purpose: Vote
Submitted by:
Related Material: DCA SARC 20-21.pdf
JHHS SARC 20-21.pdf
OCA SARC 20-21.pdf
Briefing Sheet SARCS 20-21.pdf
AMPS_Draft Conflict of Interest Code(4273755.2) (1).pdf
RCA SARC 20-21.pdf
BJE SARC 20-21.pdf
COVID-19_Health_and_Safety_Policy__Final (1).pdf
OCHS SARC 20-21.pdf

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For Downtown Charter Academy

Address: 2000 Dennison St. Oakland, CA 94602 **Phone:510-535-1580**
Principal: Claudia Lee **Grade Span:** 6-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	[DPC]
Phone Number	[DPC]
Superintendent	[DPC]
Email Address	[DPC]
Website	[DPC]

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	[DPC]
Street	[DPC]
City, State, Zip	[DPC]
Phone Number	[DPC]
Principal	[DPC]
Email Address	[DPC]
Website	[DPC]
County-District-School (CDS) Code	[DPC]

Table 3: School Description and Mission Statement (School Year 2021–2022)

*[*At AMPS Downtown Charter Academy (DCA), we are committed to our students' academic success and developing a strong community of learners.

Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA serves students in 6th-8th grade, and has quickly become one of the highest performing schools in the city achieving the California Department of Education Gold Ribbon Award in 2017 and 2018. With a very active student body, the school offers a multitude of additional programs that support the rigorous academics offered to every student.

Here at DCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

We pride ourselves on being a 20-21 California Distinguished School and one of the highest performing public middle schools in Alameda County. We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

At AMPS Downtown Charter Academy, we serve 271 students from sixth through eighth grade. We believe all students can achieve their academic goals,attend

college, and succeed in life. We are committed to our students' academic success and developing a strong community of learners. We serve around 14.8% Hispanic or Latino, nearly 77.1% Asian and 4.1% Black and African American students. Close to 67.5% of our students are considered socioeconomically disadvantaged, nearly 8.1% are students with disabilities, and nearly 21.4% of students are multi-language learners. We are committed to our students' academic success and developing a strong community of learners.

We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

Mission

Our mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.*]*

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
Non-Binary	0
American Indian or Alaska Native	0.4%
Asian	77.1%
Black or African American	4.1%
Filipino	0.7%
Hispanic or Latino	14.8%
Native Hawaiian or Pacific Islander	0
Two or More Races	1.5%
White	1.5%
English Learners	21.4%
Foster Youth	0
Homeless	1.1%
Migrant	0
Socioeconomically Disadvantaged	67.5%
Students with Disabilities	8.1%

Grade Level	Number of Students
Kindergarten	[DPC]
Grade 1	[DPC]

Grade 2	[DPC]
Grade 3	[DPC]
Grade 4	[DPC]
Grade 5	[DPC]
Grade 6	[DPC]
Grade 7	[DPC]
Grade 8	[DPC]
Grade 9	[DPC]
Grade 10	[DPC]
Grade 11	[DPC]
Grade 12	[DPC]
Total Enrollment	[DPC]

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	[DPC]
Male	[DPC]
Non-Binary	[DPC]
American Indian or Alaska Native	[DPC]
Asian	[DPC]
Black or African American	[DPC]
Filipino	[DPC]
Hispanic or Latino	[DPC]
Native Hawaiian or Pacific Islander	[DPC]
Two or More Races	[DPC]
White	[DPC]
English Learners	[DPC]
Foster Youth	[DPC]
Homeless	[DPC]
Migrant	[DPC]
Socioeconomically Disadvantaged	[DPC]
Students with Disabilities	[DPC]

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
Total Teachers Without Credentials and Misassignments	[DPC]

Table 8: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard/2017	Yes	0%
Mathematics	Illustrative Math/2018	Yes	0%
Science	FOSS/2019	Yes	0%
History-Social Science	Discovery Education/2017	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 11: School Facility Conditions and Planned Improvements

Description of School Facilities:

The school campus is in a shared building with AMPS home office. There are two school ground-floor entry and one second floor entry--accessible by an exterior staircase--on the school portion of the building, as well as an additional ground floor entry used by Home Office. There is a locked gate protecting access to one ground floor and the second floor entry doors. The gate, school main entrance, and Home Office entrance are kept locked at all times during the school day. The main entrance is monitored by front office staff. A closed circuit video surveillance system is used to monitor interior hallways. The campus is a closed campus. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed entry to the school grounds.

Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: [DPL]

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

Overall Facility Rate

Year and month of the most recent FIT report: [DPL]

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA-MAP Test
Grades Sixth through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	# at or above grade level
All Students	314	309	98%	2%	174
Female	160	157	98%	2%	101
Male	154	152	99%	1%	73
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	221	219	99%	1%	135
Black or African American	25	23	92%	8%	11
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	49	48	98%	2%	19
Native Hawaiian or Pacific Islander	1	1	100%	N/A	0
Two or More Races	3	3	100%	N/A	2
White	4	4	100%	N/A	3
English Learners	59	59	100%	N/A	7
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	135	133	99%	1%	70
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	26	24	92%	8%	6

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA-MAP Test
Grades Sixththrough Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	# at or above grade level
All Students	314	308	98%	2%	193
Female	160	158	99%	1%	100
Male	154	150	97%	3%	93
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	221	218	99%	1%	157
Black or African American	25	23	92%	8%	13
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	49	48	98%	2%	15
Native Hawaiian or Pacific Islander	1	1	100%	0%	0
Two or More Races	3	3	100%	0%	1
White	4	4	100%	0%	2
English Learners	59	59	100%	0%	13
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	135	133	99%	1%	85
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	26	23	88%	12%	10

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

N/A

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	[DPC]
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	[DPC]
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	[DPC]

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	[DPC]
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	[DPC]

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

At DCA we make every effort to keep families informed and engaged. Our parents are very important members of the team and help with ideas, feedback and support.

We are able to contact parents via text messages and email using Parent Square. We also use our Website, telephone, and parent meetings to keep them informed. We provide daily access and resources to parents on campus. We continue to monitor student engagement and attendance, and follow up with parents regarding the academic and behavior progress of their students and keep them updated through the PBIS reward system.

Our parents receive information on assignments through Google Classroom, parent-teacher conferences and other parent meetings as needed. We have two monthly FST meetings where parents and teachers meet to discuss issues on English Learners, testing scores, programming, budget, and all endeavors pertaining to the school.

We have conducted at least 10 parent meetings virtually this year: 5 morning meetings in person and 6 evening meetings online; in addition to the Back to School Night, Induction for 6th grade families, family tours for prospective parents, and report card conferences as of January 2022.

State Priority: Pupil Engagement

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

- High school dropout rates;

- High school graduation rates; and
- Chronic Absenteeism

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

State Priority: School Climate

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

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018–2019	School 2020–2021	District 2018–2019	District 2020–2021	State 2018–2019	State 2020–2021
Suspensions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	[DPC]	[DPC]
Female	[DPC]	[DPC]
Male	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]
Asian	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]
Filipino	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]
White	[DPC]	[DPC]
English Learners	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]
Homeless	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]

Table 32: School Safety Plan (School Year 2021–2022)

Safe School Mission:
Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282 32289 to be annually reviewed and updated and subsequentlysubmitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current sta tus of school crime committed on school campus and at school -related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional informa tion on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Site Director/Principal: Claudia Lee

Downtown Charter Academy

2000 Dennison Street

(510) 535-1580

cllee@amethodschools.org

Prepared by:

Site Leader

FST

Reviewed & Approved by: Date Approved:

FST Team April 2, 2020

Oakland Police Department Sent to OPD April 22, 2020

Officer

AMPS Governing Board April 22, 2020

The Comprehensive School Safety Plan Overview

General School Information

School Profile

Safe School Mission

AMPS Mission & Motto

Description of School Facilities

Personal Characteristics of Students & Staff

Notifications and Assurances

Safe School Reports

School Crimes Status

School Assessment Resources

Safe School Needs Assessment
Conclusions of 2019-20 Safe Schools Assessment
Safe School Action Plans
School Safety Practices, Policies, and Procedures
Bully Prevention
Safe Ingress/Egress Procedures
Sample Communication Forms and Postings
Serious injury or other unplanned and unprecedented event
Responding to Inquiries- Principal's/Site Director's Template
Lockdown- Sample School Messenger Connect Message
Emergency Response Plan
Emergency Contact Datasheet
Communication Signals
Action Evacuate
Action "Drop-Take Cover"
Action "Duck, Cover, and Hold"
Action "Lockdown"
Action "Soft Lockdown"
Action "Student Release"
Action "Civil Disturbance"
Action "Hazardous Material Incident"
Action "Medical Emergency"
Action "Fire"
Action "Active Assailant on Campus"
Action "Earthquake"
Action "Bomb Threat--Bomb or Suspicious Device"
Pandemic Influenza
Staff "Buddy List"
Evacuation Maps
SEMS (Standardized Emergency Management System Plan)
Organization Chart
Roles and Responsibilities
Policies and Regulations Related to Student Safety
Bomb Threats
Bullying
Campus Security
Child Abuse and Reporting
Child Abuse Reporting
Comprehensive School Safety Plan
Conduct

Discipline
Dress and Grooming
Earthquake Emergency Procedures System
Fire Drills and Fires
Hate Motivated Behavior
Nondiscrimination/Harassment
Notification of Dangerous Pupils
Student Disturbances
Safe Ingress and Egress
Sexual Harassment
Visitors/Outsiders
Weapons and Dangerous Instruments
References

D. Other SARC Information

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

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]

2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+

English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 38: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	[DPC]

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

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	[DPC]
Library Media Teacher (Librarian)	[DPC]
Library Media Services Staff (Paraprofessional)	[DPC]
Psychologist	[DPC]
Social Worker	[DPC]
Nurse	[DPC]
Speech/Language/Hearing Specialist	[DPC]
Resource Specialist (non-teaching)	[DPC]
Other	[DPC]

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

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,102	2,766	9,336	59,500
District	N/A	N/A	14,672	[DPC]
Percent Difference – School Site and District	N/A	N/A	-36.37%	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

1. Comprehensive Tutoring Program funded in part by Title 1
2. After School program funded by ASES Grant
2. Extracurricular Activities in World Languages and the arts funded by G -1 Gran

[Provide specific information about the types of programs and services available at the school that support and assist students.]

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses*:* [DPC]

Subject	Number of AP Courses Offered*
Computer Science	[DPC]
English	[DPC]
Fine and Performing Arts	[DPC]
Foreign Language	[DPC]
Mathematics	[DPC]
Science	[DPC]
Social Science	[DPC]
Total AP Courses Offered*	[DPC]

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA-MAP Test
Grades Sixth through Eight and (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	# at or above grade level
All Students	314	309	98%	2%	174
Female	160	157	98%	2%	101
Male	154	152	99%	1%	73
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	221	219	99%	1%	135
Black or African American	25	23	92%	8%	11
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	49	48	98%	2%	19
Native Hawaiian or Pacific Islander	1	1	100%	N/A	0
Two or More Races	3	3	100%	N/A	2
White	4	4	100%	N/A	3
English Learners	59	59	100%	N/A	7
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	135	133	99%	1%	70
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	26	24	92%	8%	6

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA-MAP Test
Grades Sixth through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	# at or above grade level
All Students	314	308	98%	2%	193
Female	160	158	99%	1%	100
Male	154	150	97%	3%	93
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A
Asian	221	218	99%	1%	157
Black or African American	25	23	92%	8%	13
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	49	48	98%	2%	15
Native Hawaiian or Pacific Islander	1	1	100%	0%	0
Two or More Races	3	3	100%	0%	1
White	4	4	100%	0%	2
English Learners	59	59	100%	0%	13
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	135	133	99%	1%	85
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	26	23	88%	12%	10

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For John Henry High School

Address: 1402 Marina Way South Richmond, CA 94806

Phone: 510-235-2439

Principals: Allyson Schoolcraft and Natalie Garcia **Grade Span:** 9-12

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	[DPC]
Phone Number	[DPC]
Superintendent	[DPC]
Email Address	[DPC]
Website	[DPC]

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	[DPC]
Street	[DPC]
City, State, Zip	[DPC]
Phone Number	[DPC]
Principal	[DPC]
Email Address	[DPC]
Website	[DPC]
County-District-School (CDS) Code	[DPC]

Table 3: School Description and Mission Statement (School Year 2021–2022)

At AMPS John Henry High School, we are committed to our students' academic success and developing a strong community of learners. Established in 2015, John Henry High is located in Richmond, CA on the same campus as Benito Juarez Elementary and Richmond Charter Academy. The school is named after the "everyman" folk hero John Henry, known for his strong determination and "work hard" attitude, a message that we seek to instill in every child. JHHS opened in the fall of 2015 with a 9th-and 10th-grade student body. Along with rigorous college (A-G aligned) courses, John Henry High School also offers clubs, community service opportunities, and a sports program. Over 90% of graduating seniors have been accepted to four-year universities and colleges. Here at JHHS, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

Mission: Our mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	[DPC]

Grade 1	[DPC]
Grade 2	[DPC]
Grade 3	[DPC]
Grade 4	[DPC]
Grade 5	[DPC]
Grade 6	[DPC]
Grade 7	[DPC]
Grade 8	[DPC]
Grade 9	[DPC]
Grade 10	[DPC]
Grade 11	[DPC]
Grade 12	[DPC]
Total Enrollment	[DPC]

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	[DPC]
Male	[DPC]
Non-Binary	[DPC]
American Indian or Alaska Native	[DPC]
Asian	[DPC]
Black or African American	[DPC]
Filipino	[DPC]
Hispanic or Latino	[DPC]
Native Hawaiian or Pacific Islander	[DPC]
Two or More Races	[DPC]
White	[DPC]
English Learners	[DPC]
Foster Youth	[DPC]
Homeless	[DPC]
Migrant	[DPC]
Socioeconomically Disadvantaged	[DPC]
Students with Disabilities	[DPC]

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
Total Teachers Without Credentials and Misassignments	[DPC]

Table 8: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	9th Springboard College Board/2019 10th Springboard College Board/2019 11th Springboard College Board/2019 Writing America Language and Composition in Context AP Edition/2018 12th Grade Expository Reading and Writing (CSU)/2019 The Bedford Introduction to	yes	0%

	Literature 10th Ed-Bedford/2019 Inside the USA (Newcomers)/2021 English 3D– Houghton Mifflin Harcourt /2021		
Mathematics	Illustrative Math LearnZillion/2021 Precalculus: Calculus 1 with Precalculus - Houghton Mifflin Harcourt/2017 Advanced High School Statistics -OpenIntro/ 2021	Yes	0%
Science	Science and Global Issues: Biology -Lab Aids/ 2021 Chemistry: The Central Science -Pearson/2021 McGraw Hill Chemistry/2019 Glencoe Physical Science McGraw Hill /2019 College Physics for the AP - Holt /2021 Environmental Science for AP -Freeman/2020	Yes	0%

History-Social Science	History Alive! Pursuing American Ideals -TCI/ 2021 Government Alive! Power, Politics, and You-TCI/ 2021 Econ Alive! The Power to Choose-TCI/ 2020 The World's History -Pearson/ 2016 The American Pageant -Cengage/ 2017 Psychology -Pearson/ 2020	Yes	0%
Foreign Language	Avancemos: Spanish 1, Spanish 2, Spanish 3, Spanish 4- Houghton Mifflin Harcourt /2015 Temas: Ap Edition - VHL /2016 French: T'es branche: Level 1, Level 2, Level 3- Carnegie Learning /2019	Yes	0%
Health	[DPL]	[DPL]	[DPL]
Visual and Performing Arts	[DPL]	[DPL]	[DPL]
Science Laboratory Equipment (grades 9-12)	N/A	N/A	[DPL]

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

Table 11: School Facility Conditions and Planned Improvements

John Henry High takes great efforts to ensure that the school is clean, safe, and functional. To assist in this effort, our Charter Management Organization uses a facility survey instrument in accordance with the State of California OPSC. The results of this survey are available at the school office. *The school opened in 2015 and moved into its current location in 2017. All areas of the school are in "good" status as it is a relatively new construction. AMPS and JHHS maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. An administrator at the school works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.*

Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good			No repair needed.
Interior: Interior Surfaces	Good			No repair needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good			No repair needed.
Electrical: Electrical	Good			No repair needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good			No repair needed.
Safety: Fire Safety, Hazardous Materials	Good			No repair needed.
Structural: Structural Damage, Roofs	Good			No repair needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good			No repair needed.

Overall Facility Rate

Year and month of the most recent FIT report: August 2020

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
Exemplary			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE

criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): MAP
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	69	43	62%	38%	68%
Female	34	27	79%	21%	69%
Male	35	16	46%	54%	66%
American Indian or Alaska Native					
Asian					
Black or African American	1	1	100%	0%	–
Filipino					
Hispanic or Latino	67	41	61%	39%	63%
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	15	6	40%	60%	–
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	55	36	65%	35%	67%
Students Receiving Migrant Education Services					
Students with Disabilities	2	1	50%	50%	–

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): MAP

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	69	44	64%	36%	72%
Female	34	26	76%	24%	66%
Male	35	18	51%	49%	78%
American Indian or Alaska Native					
Asian					
Black or African American	1	1	100%	0%	–
Filipino					
Hispanic or Latino	67	42	63%	37%	66%
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	15	7	47%	53%	–
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	55	37	67%	33%	71%
Students Receiving Migrant Education Services					
Students with Disabilities	2	2	100%	0	–

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]
[Use this space to provide information about Career Technical Education (CTE) programs as follows: • *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and* • *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and* • *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]*

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	[DPC]
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	[DPC]
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	[DPC]

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	[DPC]
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	[DPC]

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

John Henry High holds parent meetings on a monthly basis where parents can learn about school updates, volunteer opportunities, extracurricular activities, and information regarding the college preparatory curriculum and the college application process. Parents are encouraged to ask questions and share concerns. We also invite parents to share input, perspectives, and ideas with the school, through online and paper surveys. These surveys are conducted on a quarterly basis. All parents are encouraged to participate in the Family Staff Team meetings held quarterly. At these meetings, parents can gain in-depth knowledge about school processes, goals, budget, and how the school uses its Local Control Accountability Plan funds to improve school culture, climate, and academic outcomes for all students. Parents are also invited to become part of the ELAC and DELAC meetings, which are held monthly and quarterly, respectively. Parents are asked and encouraged to provide input on how the school can change its programs or funding formula to better meet the needs of all students.

State Priority: Pupil Engagement

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

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

State Priority: School Climate

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

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018–2019	School 2020–2021	District 2018–2019	District 2020–2021	State 2018–2019	State 2020–2021
Suspensions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	[DPC]	[DPC]
Female	[DPC]	[DPC]
Male	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]
Asian	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]
Filipino	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]
White	[DPC]	[DPC]
English Learners	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]
Homeless	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]

Students Receiving Migrant Education Services	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]

Table 32: School Safety Plan (School Year 2021–2022)

The safety and security of our students and staff are top priorities for John Henry High.

Our school's Comprehensive Safety Plan was reviewed and updated in October 2021. The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff training to reinforce the importance of knowing how to handle emergency situations. The school regularly holds drills for fire, earthquake and lockdown situations; before, during and after these drills, teachers inform students of the safety procedures and emergency plans for the various scenarios. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS). School administrators work closely with police, fire, emergency services and public health officials to ensure our Comprehensive Safety Plan and Emergency Handbook reflect appropriate practices and that all schools are prepared for emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness. We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready. Our Comprehensive Safety Plan and Emergency Handbook address a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do.

Elements of the Comprehensive Safety Plan:
SECTION 1: School Safety/Climate Team
SECTION 2: School Safety Plan Goals
SECTION 3: Safety Policies & Procedures
.SECTION 4: Emergency Disaster Procedures & Drills

D. Other SARC Information

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

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]

2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 38: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	[DPC]

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

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	[DPC]
Library Media Teacher (Librarian)	[DPC]
Library Media Services Staff (Paraprofessional)	[DPC]
Psychologist	[DPC]
Social Worker	[DPC]
Nurse	[DPC]
Speech/Language/Hearing Specialist	[DPC]
Resource Specialist (non-teaching)	[DPC]
Other	[DPC]

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

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,085	$1811	$12,274	$60,000
District	N/A	N/A	n/a	n/a
Percent Difference – School Site and District	N/A	N/A	n/a	n/a
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

[Narrative provided by the LEA]

John Henry High provides various supports including content focused and language support tutors, dedicated aides and after school programs. The school employs one full-time college and career counselor. This counselor provides robust support to students regarding future plans and opportunities. Additionally, the counselor prepares workshops on financial aid, post-secondary school options, and the UC/CSU A-G course requirements as well as other facets of the college process for all students and families. Additionally, John Henry High employs three paraprofessionals, most being bilingual tutors that support students with academic support. The school also has a full-time wellness counselor who provides emotional support for students and parents, as well several small group and community workshops throughout the year. John Henry High uses funds to provide a robust English Language Development program to support a growing number of newcomer students, English Language Learners, as well as those who are considered LTELs. We also provide various technology applications to individualize instruction and support based on student needs.

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]

Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses*:* [DPC]

Subject	Number of AP Courses Offered*
Computer Science	[DPC]
English	[DPC]
Fine and Performing Arts	[DPC]
Foreign Language	[DPC]
Mathematics	[DPC]
Science	[DPC]
Social Science	[DPC]
Total AP Courses Offered*	[DPC]

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	25	37	[40]

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	69	43	62%	38%	68%
Female	34	27	79%	21%	69%
Male	35	16	46%	54%	66%
American Indian or Alaska Native					
Asian					
Black or African American	1	1	100%	0%	–
Filipino					
Hispanic or Latino	67	41	61%	39%	63%
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	15	6	40%	60%	–
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	55	36	65%	35%	67%
Students Receiving Migrant Education Services					
Students with Disabilities	2	1	50%	50%	–

*At or above the grade-level standard in the context of the local assessment administered.

Note: MAP.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	69	44	64%	36%	72%
Female	34	26	76%	24%	66%
Male	35	18	51%	49%	78%
American Indian or Alaska Native					
Asian					
Black or African American	1	1	100%	0%	–
Filipino					
Hispanic or Latino	67	42	63%	37%	66%
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	15	7	47%	53%	–
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	55	37	67%	33%	71%
Students Receiving Migrant Education Services					
Students with Disabilities	2	2	100%	0	–

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

2020–2021
School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2022)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
Revised October 1, 2021

Contact:
SARC Team
sarc@cde.ca.gov

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For ...School

Address: **Phone:**
Principal: **Grade Span:**

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson Trammell
Email Address	Kyla.johnson@ousd.org
Website	http://www.ousd.org

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Oakland Charter Academy
Street	4215 foothill blvd
City, State, Zip	Oakland, CA 94601
Phone Number	510-532-6751
Principal	Dr. Ellingberg
Email Address	Pellingberg@amethodschools.org
Website	https://oca.amethodschools.org/
County-District-School (CDS) Code	01612596111660

Table 3: School Description and Mission Statement (School Year 2021–2022)

Amethod Public Schools (AMPS) seeks to prepare students to be driven individuals that take calculated risks for the good of their academic progress, families, and their community. In turn creating young men and women who persevere as they seek knowledge through college, community, and beyond. AMPS seeks to strengthen the character and academic skills needed for underserved students to excel competitively in schools and colleges in preparation to take up positions of responsibility and distinction in society. Central to the network's mission is the belief that all students can succeed in rigorous college-prep environments when provided with high expectations, capable educators and leaders, a disciplined commitment to academics, extended time for learning, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market, and together as a school community we will persist to meet that challenge.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	81 Students
Grade 7	81 Students
Grade 8	84 Students
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

Total Enrollment	246 Students

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	55%
Male	45%
Non-Binary	0%
American Indian or Alaska Native	0.82%
Asian	1.23%
Black or African American	2.47%
Filipino	0%
Hispanic or Latino	88.90%
Native Hawaiian or Pacific Islander	0.41%
Two or More Races	0.41%
White	5.76%
English Learners	46%
Foster Youth	0%
Homeless	
Migrant	0%
Socioeconomically Disadvantaged	53%
Students with Disabilities	9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	5	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	0	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Total Teaching Positions	11	N/A	N/A	N/A	N/A	N/A

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Table 8: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard	Yes	0%
Mathematics	Open up resources	Yes	0%
Science	Foss	Yes	0%
History-Social Science	Discovery	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	[DPL]

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

Table 11: School Facility Conditions and Planned Improvements

Our facility offers adequate classroom space, and office space. We emphasize building upkeep and painting every year. Our school also benefits from the City Beautification Program provided by the City of Oakland which offers a morning clean-up crew who clean the front of the school grounds at no charge to the school.

We take pride in our school and work to maintain a clean and welcoming presence. Children and staff take it upon themselves to keep OCA a clean and presentable school site. We require that each student perform clean-up duties in the classroom and school-wide to instill a sense of responsibility, school ownership, and pride. We also have a full-time janitorial service that cleans the school every evening. Students and lunch staff clean the dining areas and tables daily.

Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: [DPL]

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): *NWEA MAP Test - Reading*
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	244	233	95	5	35
Female	135	130	96	4	42
Male	109	103	94	6	29
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	94	6	33
Black or African American	15	13	87	13	23
Filipino	--	--	--	--	--
Hispanic or Latino	204	196	96	4	37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	102	94	6	10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	200	95	5	34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	19	90	10	5

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): *NWEA MAP Test - Mathematics*
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	244	225	92	8	32
Female	135	124	92	8	35
Male	109	101	93	7	29
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	94	6	53
Black or African American	15	12	80	20	8
Filipino	--	--	--	--	--
Hispanic or Latino	204	190	93	7	33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	98	91	9	11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	194	92	8	31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	17	81	19	6

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	N/T	N/A	N/T	N/A	N/T

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

N/A

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

The Family Staff Team (FST) is composed of staff, community and more importantly of parents who are "potential transformers" and are ready to serve as a team to assure that academic performance and student success through measurable deliverables remain the top driver in inner-city charter schools. All the members of the group seek improvement in the community as a whole, inspired by the power of school choice and accountability. The group meets regularly to identify matters that are pertinent to the families and local charter school community and make recommendations to the governance board regarding programming, education activities, supplemental activities, and expenditures for programs at Oakland Charter Academy (OCA).

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn. Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at OCA. We have families attend a minimum, two-parent informational meetings. These meetings discuss topics such as college admissions, high school placements, and state test data, curriculum updates and LCAP approval

Most importantly, we encourage parents to become involved in their children's education at home by assuring that their child is completing their assigned work and by making sure that their child leaves home for school at an appropriate time.

State Priority: Pupil Engagement

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

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

State Priority: School Climate

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

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018–2019	School 2020–2021	District 2018–2019	District 2020–2021	State 2018–2019	State 2020–2021
Suspensions	20	12	0	0	0	0
Expulsions	0	0	0	0	0	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	[DPC]	[DPC]
Female	[DPC]	[DPC]
Male	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]
Asian	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]
Filipino	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]
White	[DPC]	[DPC]
English Learners	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]
Homeless	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]

Table 32: School Safety Plan (School Year 2021–2022)

The safety and security of our students and staff are top priorities for Amethod Public Schools (AMPS). Our school's "Safety Plan and Emergency Handbook" is updated regularly, and the most current review was August 2018. The safety plans contained within were reviewed with all faculty and staff in a staff training at the beginning of the school year and emergency procedures are re-visited throughout the year in staff training to reinforce the importance of knowing how to handle emergency situations. Teachers then informed students of the safety procedures and emergency plans. The basic safety plan conforms to the federally mandated National Incident Management System (NIMS) State-mandated Standardized Emergency Management System (SEMS) and is compliant with the Incident Command System (ICS). School administrators work closely with police, fire, emergency services and public health officials to ensure our Safety Plan and Emergency Handbook reflect appropriate practices and all schools are prepared for emergencies. Amethod Public Schools takes an all-hazards approach to emergency readiness. We are prepared to work in partnership with emergency responders should a critical incident occur in one of our schools. As such, drills (earthquake, fire evacuation, lockdown) are routinely practiced throughout the school year. All emergency equipment is regularly serviced and emergency first-aid supplies are always at the ready.

Our comprehensive emergency plan addresses a multitude of potential incidents, not because we expect them to occur, but because we want to be prepared in case they do. For security reasons, specific details are not made available to the public.

D. Other SARC Information

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

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]

2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28	0	9	0
Mathematics	28	0	9	0
Science	28	0	9	0
Social Science	28	0	9	0

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

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+

English Language Arts	27	0	9	0
Mathematics	25	0	9	0
Science	25	0	9	0
Social Science	27	0	9	0

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

Table 38: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27	0	9	0
Mathematics	27	0	9	0
Science	27	0	9	0
Social Science	27	0	9	0

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

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	[DPC]

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

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	[DPC]
Library Media Teacher (Librarian)	[DPC]
Library Media Services Staff (Paraprofessional)	[DPC]
Psychologist	[DPC]
Social Worker	[DPC]
Nurse	[DPC]
Speech/Language/Hearing Specialist	[DPC]
Resource Specialist (non-teaching)	[DPC]
Other	[DPC]

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

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,840	5,384	7,456	52,000
District	N/A	N/A	14,672	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

[Narrative provided by the LEA]

[Provide specific information about the types of programs and services available at the school that support and assist students.]

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses*:* [DPC]

Subject	Number of AP Courses Offered*
Computer Science	[DPC]
English	[DPC]
Fine and Performing Arts	[DPC]
Foreign Language	[DPC]
Mathematics	[DPC]
Science	[DPC]
Social Science	[DPC]
Total AP Courses Offered*	[DPC]

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP Test - Reading
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	1620	1154	71	29	52
Female	797	584	73	27	56
Male	819	566	69	31	47
American Indian or Alaska Native	--	--	--	--	--
Asian	377	288	76	24	74
Black or African American	85	61	72	28	44
Filipino	--	--	--	--	--
Hispanic or Latino	1113	770	69	31	44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	15	88	12	47
English Learners	416	304	73	27	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1364	955	70	30	50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	146	100	68	32	19

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA MAP Test - Mathematics
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	1620	1154	71	29	51
Female	797	584	73	27	52
Male	819	566	69	31	50
American Indian or Alaska Native	--	--	--	--	--
Asian	377	288	76	34	81
Black or African American	85	59	69	31	38
Filipino	--	--	--	--	--
Hispanic or Latino	1113	773	69	31	41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	15	88	12	24
English Learners	416	304	73	27	15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1364	956	70	30	50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	146	96	66	34	16

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

AMPS
HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 1/19/2022

Subject:	School Accountability Report Cards 2020-2021
Action: ■	
Information: ☐	
Committee: ☐	

RECOMMENDATIONS:	Staff recommends board approval of School Accountability Report Cards (SARC) for all AMPS sites as recommended by the California Department of Education.
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	NA
SUMMARY OF KEYS ISSUES:	<u>An Overview of School Accountability Report Cards</u> In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required prepare annual School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code (EC) Sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation. Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. This requirement applies to nonpublic, nonsectarian schools but does not apply to nonpublic, nonsectarian agencies. Pursuant to EC Section 35256, The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card

FISCAL ANALYSIS	NA
ATTACHMENT(S):	School Accountability Report Cards for : BJE, RCA, JHHS, OCA, DCA, and OCHS

CONFLICT OF INTEREST CODE FOR

AMETHOD PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Amethod Public Schools.**

Individuals holding designated positions shall file their statements of economic interest with **Amethod Public Schools**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Amethod Public Schools**.

CONFLICT OF INTEREST CODE FOR

AMETHOD PUBLIC SCHOOLS

APPENDIX A

DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Board Members	1, 2, 4
Chief Executive Officer	1, 2
Chief Business Officer	1, 2
Senior Director of Operations	1, 2
Senior Director of Instruction	1, 2
Director of Technology	1, 2
Site Director	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

APPENDIX B

DISCLOSURE CATEGORIES

Category l. Designated positions assigned to this category must report:

a. Interests in real property in whole in part within two (2) miles of any facility utilized by Amethod Public Schools, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.

b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the acquisition or disposal of real property or are engaged in building construction or design for charter schools.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by Amethod Public Schools.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position's department. For the purposes of this category, a Site Director's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

Richmond Charter Academy

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	1450 Marina Way South Richmond, CA , 94804-1718	**Principal:**	Sylvia Flores
Phone:	(510) 235-2465	**Grade Span:**	6-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Sylvia Flores

Principal, Richmond Charter Academy

About Our School

Dear Community,

On behalf of the entire staff and all of us at AMPS (Amethod Public Schools), it is with great pleasure that I welcome you to Richmond Charter Academy. Education is truly a partnership between school, home, and the community. Our goal is to support all students to grow intellectually, socially and emotionally, and to prepare them to succeed in a competitive world.

At AMPS we believe that a college education is the pathway to success and opportunity for every child. At RCA, we offer a rigorous academic program coupled with a focus on character development to prepare our students for the demands of college, the workforce, and life. At AMPS we put students first. In order to fully serve the needs of our children, we work as a team, with our teachers, classified staff, administrators, students, and parents. We encourage our students to make the most of their time with us by becoming active, involved, and by finding excitement in the adventure of lifelong learning.

We use research-based teaching methodologies in order for students to be prepared for the 21st century. We emphasize the fundamentals enhanced by technology, problem solving, cooperative learning, and critical thinking skills. In order to create an atmosphere conducive to exceptional learning, there must be structure, kindness, cooperation, and a common understanding of rules and procedures. At RCA, we support our students to make thoughtful choices. Our students are encouraged to develop to their highest academic potential as well as to integrate social responsibility and respect as a part of their daily lives. It is our goal to make sure that a challenging, nurturing, and enjoyable environment is provided for all students.

If at any time you have questions, please do not hesitate to contact me or a member of my staff so that we can assist you.

Best,

Sylvia Flores
Site Director
AMPS - Richmond Charter Academy

Contact

Richmond Charter Academy
1450 Marina Way South
Richmond, CA 94804-1718

Phone: (510) 235-2465
Email: sflores@amethodschools.org

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	West Contra Costa Unified
Phone Number	(510) 231-1100
Superintendent	Hurst, Kenneth C.
Email Address	chris.hurst@wccusd.net
Website	www.wccusd.net

School Contact Information (School Year 2020—2021)

School Name	Richmond Charter Academy
Street	1450 Marina Way South
City, State, Zip	Richmond, CA , 94804-1718
Phone Number	(510) 235-2465
Principal	Sylvia Flores

Email Address	sflores@amethodschools.org
Website	rca.amethodschools.org
County-District-School (CDS) Code	07617960126805

Last updated: 1/10/22

School Description and Mission Statement (School Year 2020—2021)

Richmond Charter Academy

At AMPS Richmond Charter Academy, we are committed to our students' academic success and developing a strong community of learners.

Established in 2012, Richmond Charter Academy is located in Richmond, CA on the same campus as Benito Juarez Elementary. The school is the first in the network to operate in Richmond, CA. In its first year of operation, RCA became WCCUSD's highest-performing middle school with an 812 API score, making it the highest performing middle school in the history of WCCUSD, since the inception of the API and Public Schools Accountability Act of 1998.

Here at RCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

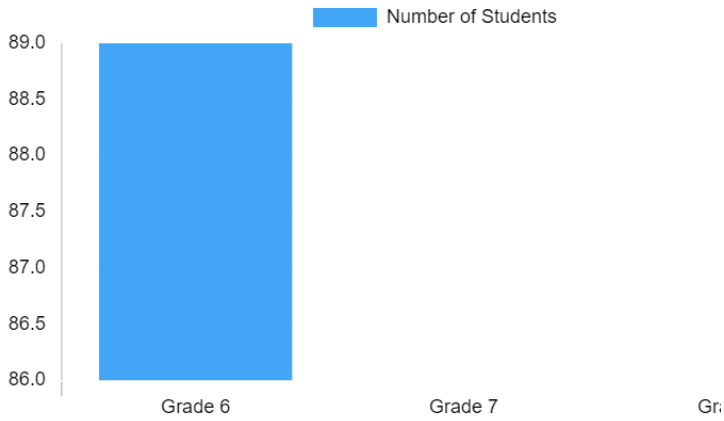
Mission

Our mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

Last updated: 1/10/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	89
Grade 7	86
Grade 8	86
Total Enrollment	261



Last updated: 1/10/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	3.10%
American Indian or Alaska Native	0.00%
Asian	1.90%
Filipino	0.00%
Hispanic or Latino	93.50%
Native Hawaiian or Pacific Islander	0.80%
White	0.40%
Two or More Races	0.00%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	83.90%
English Learners	30.70%
Students with Disabilities	9.20%
Foster Youth	0.00%
Homeless	0.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th-8th Grade Springboard - College Board Inside the USA (Newcomers) English 3D - Houghton Mifflin Harcourt	Yes	0%
Mathematics	6th-8th Grade Illustrative Mathematics (Kendall Hunt), including teacher resource guides and online access for students and staff	Yes	0%
Science	6th-8th Grade FOSS Science, including consumables and online access as well as teacher/student science kits for labs	Yes	0%
History-Social Science	6th-8th Grade Discovery Education	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

School Facility Conditions and Planned Improvements

Richmond Charter Academy takes great efforts to ensure that the school is clean, safe, and functional. To assist in this effort, our Charter Management Organization uses a facility survey instrument in accordance with the State of California OPSC. The results of this survey are available at the school office.

The school opened in 2012 and moved into it's current location in 2021. All areas of the school are in "good to excellent" status as it is a new construction.

AMPS and RCA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Site Director at the school works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/10/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: November 2021

Overall Rating	Good

Last updated: 1/10/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

Last updated: 1/10/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	8.00	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/10/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
Socieconomically Disadvantages	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

The school does not offer CTE programs.

Last updated: 1/10/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/10/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/10/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	--	--	--
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/10/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Richmond Charter Academy holds parent townhalls on a quarterly basis where parents can learn about school updates, volunteer opportunities, extracurricular activities, and information regarding the college preparatory curriculum and the high school application process. Parents are encouraged to ask questions and share concerns. We also invite parents to share input, perspectives, and ideas with the school, through online and paper surveys. These surveys are conducted on a semi-annual basis.

All parents are encouraged to particpate in the Family Staff Team meetings held quarterly. At these meetings, parents can gain in-depth knowledge about school processes, goals, budget, and how the school uses it's Local Control Accountability Plan funds to improve school culture, climate, and academic outcomes for all students. Parents are also invited to become part of the ELAC and DELAC meetings, which are held quarterly. Parents are asked and encouraged to provide input on how the school can better meet the needs of all students.

We are able to contact parents via phone, text messages, and email using our Student Information System, the ParentSquare App, and social media platforms. Richmond Charter Academy has translation services for all types of communication and at meetings to ensure that all parents are able to express their opinions and understand what is being discussed.

Richmond Charter Academy also has a dedicated Community Outreach Coordinator who responds to all concerns, questions, and input from families as well as dissiminates information for those parents who might not have been able to attend meetings and are requesting information. To get involved, please contact Ms. Gutierrez through email at ggutierrez@amethodschools.org or by calling (510) 235-2465.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	7.80%	6.30%	5.80%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	83.60%	80.30%	84.10%	84.50%	84.20%	83.60%

State Priority: School Climate

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

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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	4.40%	4.35%	5.56%	3.45%	3.47%	2.45%
Expulsions	0.00%	0.36%	0.02%	0.06%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.01%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/10/22

School Safety Plan (School Year 2021-2022)

Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Site Director/Principal: Sylvia Flores

Richmond Charter Academy

1450 Marina Way S, Richmond CA 94804

(510) 235-2465

sflores@amethodschools.org

Prepared by:
Site Leader
FST

Reviewed & Approved by: Family Staff Team (FST)

Date Approved: October, 2021

Richmond Police Department: Sent to RPD and Fire on October, 2021

AMPS Governing Board October, 2021

The Comprehensive School Safety Plan Overview
General School Information
School Profile
Safe School Mission
AMPS Mission & Motto
Description of School Facilities
Personal Characteristics of Students & Staff
Notifications and Assurances

Safe School Reports
School Crimes Status
School Assessment Resources
Safe School Needs Assessment
Conclusions of 2020-21 Safe Schools Assessment

Safe School Action Plans
School Safety Practices, Policies, and Procedures
Bully Prevention
Safe Ingress/Egress Procedures

Sample Communication Forms and Postings
Serious injury or other unplanned and unprecedented event
Responding to Inquiries- Principal's/Site Director's Template
Lockdown- Sample School Messenger Connect Message

Emergency Response Plan
Emergency Contact Datasheet
Communication Signals
Action Evacuate
Action "Drop-Take Cover"
Action "Duck, Cover, and Hold"
Action "Lockdown"
Action "Soft Lockdown"
Action "Student Release"
Action "Civil Disturbance"
Action "Hazardous Material Incident"

Action "Medical Emergency"
Action "Fire"
Action "Active Assailant on Campus"
Action "Earthquake"
Action "Bomb Threat--Bomb or Suspicious Device"
Pandemic Influenza
Staff "Buddy List"

Evacuation Maps
SEMS (Standardized Emergency Management System Plan)
Organization Chart
Roles and Responsibilities

Policies and Regulations Related to Student Safety
Bomb Threats
Bullying
Campus Security
Child Abuse and Reporting
Child Abuse Reporting
Comprehensive School Safety Plan
Conduct
Discipline
Dress and Grooming
Earthquake Emergency Procedures System
Fire Drills and Fires
Hate Motivated Behavior
Nondiscrimination/Harassment
Notification of Dangerous Pupils
Student Disturbances
Safe Ingress and Egress
Sexual Harassment
Visitors/Outsiders
Weapons and Dangerous Instruments

References

Last updated: 1/13/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	30.00		3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	30.00		3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	30.00		3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00		6	
Math	30.00		6	
Science	30.00		6	
Social Science	30.00		6	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00		6	
Math	30.00		6	
Science	30.00		6	
Social Science	30.00		6	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00		6	
Math	30.00		6	
Science	30.00		6	
Social Science	30.00		6	

Last updated: 1/10/22

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	270

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	3.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13679.00	$3449.00	$10230.00	$52500.00
District	N/A	N/A	$8040.00	$76460.00
Percent Difference – School Site and District	N/A	N/A	24.00%	-37.00%
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	19.00%	-47.00%

Last updated: 1/13/22

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

Types of Services Funded (Fiscal Year 2020–2021)

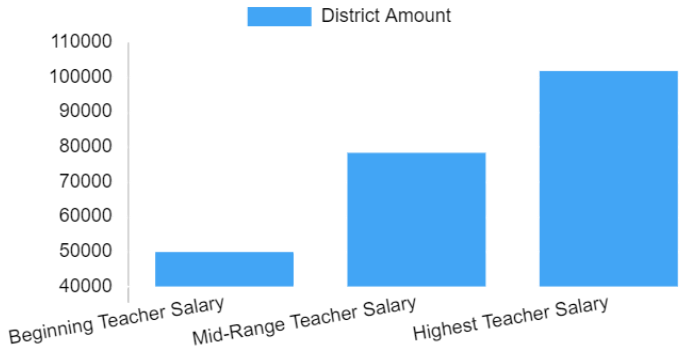
Richmond Charter Academy provides various supports including content focused and language support tutors, dedicated aides, title 1 programs and ASES after school programs. We also provide various technology applications to individualize instruction and supports based on student needs, including Achieve 3000 Language and Math. Additonally, funding provides support for mental health and wellness. We hired a full-time counselor and a mindfulnesss youth who provide mental health supports to students at the school. They also look for and refer families to resources in the community. We do Youth Truth surveys for all stake holders for evaluating the effectiveness of programs. RCA is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses.

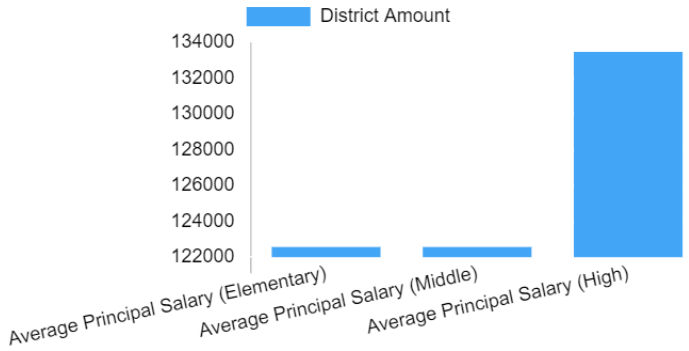
Last updated: 1/14/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49923.00	$50897.00
Mid-Range Teacher Salary	$78321.00	$78461.00
Highest Teacher Salary	$101764.00	$104322.00
Average Principal Salary (Elementary)	$115729.00	$131863.00
Average Principal Salary (Middle)	$122569.00	$137086.00
Average Principal Salary (High)	$133464.00	--
Superintendent Salary	$265200.00	$297037.00
Percent of Budget for Teacher Salaries	31.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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





Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/10/22

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

Professional Development

The development and improvement of staff is a priority at Richmond Charter Academy. We offer multiple days of Professional Development so that teachers and staff can better their craft. Over the course of the year, teachers and support staff are able to learn from external PD providers as well as content experts and master teachers from within our organization.

With the implementation of features such as grade level meetings, department meetings, film sessions, data dives, and peer observations; teachers are encouraged to be self-reflective in their content delivery and continue to improve their practice.

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	25

2020–2021
School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2022)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
Revised October 1, 2021

Contact:
SARC Team
sarc@cde.ca.gov

Important!

Please delete this page before using the SARC template

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For Richmond Charter Elementary-Benito Juarez

Address: 1450 Marina Way South Richmond, Ca 94804 Phone: 510-215-7009
Principal: Anjelica Zermeno **Grade Span:** K-5

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	[DPC]
Phone Number	[DPC]
Superintendent	[DPC]
Email Address	[DPC]
Website	[DPC]

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	[DPC]
Street	[DPC]
City, State, Zip	[DPC]
Phone Number	[DPC]
Principal	[DPC]
Email Address	[DPC]
Website	[DPC]
County-District-School (CDS) Code	[DPC]

Table 3: School Description and Mission Statement (School Year 2021–2022)

[Narrative provided by the LEA]

Benito Juarez Elementary is one of six Amethod Public Schools (AMPS). AMPS is a 501(c)(3) tax exempt non-profit public benefit corporation that was founded in Oakland in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. The organization's flagship school Oakland Charter Academy, is the oldest charter school in the city of Oakland, and the 12th school chartered in the state of California. For over twenty years AMPS has been serving the Bay Area families with effective academic programs that produce life changing results. It is the objective of the charter school organization to create a positive school environment where being diligent and taking personal responsibility is the norm. AMPS demonstrates that public schools at any level can produce successful students if they are operated in small and organized settings. It is the organizational belief that any child can be successful if they receive the proper education.

BJE's mission is to advance students' motivation and belief in academic achievement while in pursuit of a thriving future. We are a free and public charter school that believes in the promise of hardworking students from diverse perspectives, socio-economic status, backgrounds, and talents. BJE will provide a rigorous college preparatory education to all students who wish to attend, yet will specifically outreach to those families that live in low income areas, survive below the poverty line, or whose parents have never attended college. The school will serve students in grade six through grade eight with the goal of achieving higher academic results than those neighboring campuses focusing on rigorous state aligned academic programs, accountability and

excellence. BJE is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses

Our core values represent the pillars that guide the mission of the AMPS organization:

1. Students First
2. Be Adaptable
3. Persevere
4. Take Responsibility
5. Commitment to Distinction

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	[DPC]
Grade 1	[DPC]
Grade 2	[DPC]
Grade 3	[DPC]
Grade 4	[DPC]
Grade 5	[DPC]
Grade 6	[DPC]
Grade 7	[DPC]
Grade 8	[DPC]
Grade 9	[DPC]
Grade 10	[DPC]
Grade 11	[DPC]
Grade 12	[DPC]
Total Enrollment	[DPC]

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	[DPC]
Male	[DPC]
Non-Binary	[DPC]
American Indian or Alaska Native	[DPC]
Asian	[DPC]
Black or African American	[DPC]
Filipino	[DPC]
Hispanic or Latino	[DPC]
Native Hawaiian or Pacific Islander	[DPC]
Two or More Races	[DPC]
White	[DPC]
English Learners	[DPC]
Foster Youth	[DPC]
Homeless	[DPC]
Migrant	[DPC]
Socioeconomically Disadvantaged	[DPC]
Students with Disabilities	[DPC]

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
Total Teachers Without Credentials and Misassignments	[DPC]

Table 8: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [May 2021]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-2 SRA Open Court Grades K-5 Benchmark Education	Yes	0%
Mathematics	Grades K-5 Pearson Envision Mathematics 8 Year Common Core	Yes	0%
Science	Grades K-5 Atom, Foss Education	Yes	0%
History-Social Science	Grades K-5 Embedded in ELA Curriculum	Yes	0%
Foreign Language	N/A		
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

Table 11: School Facility Conditions and Planned Improvements

Safety, cleanliness and adequacy items have all been noted and addressed during site inspections by EMS response, RCA staff, and internal Site Inspections. The site is monitored at all times and any event that causes safety and cleanliness to fall below

standards are addressed immediately by staff. Required testing and inspections are all up to date. Preventative measures are in place including but not limited to routine pest control, routine HVAC maintenance, routine burglar and fire alarm inspections, fire extinguisher inspections and tagging. Recent improvements include updating the HVAC units which have recently been updated with Merv-13 filters. We routinely inspect doors, windows, built in equipment for wear and tear and to ensure it is in good working order. Over holidays and breaks, we replace seals, hardware, paint, and clean flooring to ensure items are kept in safe and hygienic working conditions.

Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July

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

Overall Facility Rate

Year and month of the most recent FIT report: July 2021

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	Good		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]

[Use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]*

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

We have opened up many opportunities at our school for parental involvement. Parents are able to participate through support organizations, school site councils, and schoo sitel advisory committees, as well as subcommittees. Parents at the school participate by being in the Family Student Teacher Organization (FST), School Site Council, English Language Advisory Committee, special event subcommittees, Coffee Chats, Parent University and family education workshops as well as being classroom or school wide volunteers. Specifically for the 2020-21 school year various surveys and meetings were provided to families throughout the COVID-19 Pandemic increasing engagement and input from families as they assisted in the development and plans for students and families. Additionally, Amethod Public School Board meetings are open to the public and are posted on the Amethod Public Schools website and on the physical school locations in compliance with the Brown Act. We are very fortunate to have an Outreach Coordinator at our school that has been pivotal at our school.

State Priority: Pupil Engagement

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

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

State Priority: School Climate

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

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018–2019	School 2020–2021	District 2018–2019	District 2020–2021	State 2018–2019	State 2020–2021
Suspensions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	[DPC]	[DPC]
Female	[DPC]	[DPC]
Male	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]
Asian	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]
Filipino	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]
White	[DPC]	[DPC]
English Learners	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]
Homeless	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]

Table 32: School Safety Plan (School Year 2021–2022)

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2020-2021 school year was shared with Parents at the FST on March 12, 2020

All school staff will have access to the plan after it is shared with the AMPS governing board.

Communicated to the following entities:

Law Enforcement Agencies (by Site Director)

Local Fire Stations (by Site Director)

Assurances:

The school site council may include the following three essential components and/or strategies into this plan:

Assuring each student a safe physical environment

Assuring each student a safe, respectful, accepting and emotionally nurturing environment

Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Conclusions of 2019-20 Safe Schools Assessment:

Areas of Pride and Strength:

Implementation of Restorative Justice practices

After school program (ASES)

Committed and caring teachers, staff, community

Small school atmosphere

School Counselor Groups

Partnership with Mindful Life Project

Areas to change:

Traffic Concerns (Pick up & drop off)

Front office phone (need additional phone line)

More Walkie Talkies (for each classroom)

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2019-2020:

We strive to enhance the safety of students, staff, and community during traffic times (drop off and pick up procedures) and have set goals that we believe can be achieved in the 2021-2022 school year.

D. Other SARC Information

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

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]

3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 38: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	[DPC]

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

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	[DPC]
Library Media Teacher (Librarian)	[DPC]
Library Media Services Staff (Paraprofessional)	[DPC]
Psychologist	[DPC]
Social Worker	[DPC]
Nurse	[DPC]
Speech/Language/Hearing Specialist	[DPC]
Resource Specialist (non-teaching)	[DPC]
Other	[DPC]

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

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	**13,120**	**2,495**	**10,625**	**56,500**
District	N/A	N/A	**8,040**	[DPC]
Percent Difference – School Site and District	N/A	N/A	63.18%	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

BJE provides various supports including content focused and language support tutors, dedicated aides, title 1 programs and ASES after school programs. We also provide various technology applications to individualize instruction and supports based on student needs. This includes st math, rosetta stone, achieve 3000 and other online programs. Additionally, funding provides support for mental health and wellness, Youth Truth surveys for all stake holders for evaluating the effectiveness of programs. BJE is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses]

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses*:* [DPC]

Subject	Number of AP Courses Offered*
Computer Science	[DPC]
English	[DPC]
Fine and Performing Arts	[DPC]
Foreign Language	[DPC]
Mathematics	[DPC]
Science	[DPC]
Social Science	[DPC]
Total AP Courses Offered*	[DPC]

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	470	310	66%	34%	21%
Female	236	155	66%	34%	23%
Male	234	155	66%	34%	19%
American Indian or Alaska Native	0	0	0	0	0
Asian	12	8	67%	33%	75%
Black or African American	20	10	50%	50%	10%
Filipino	1	0	0	0	0
Hispanic or Latino	422	282			20%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0
Two or More Races	7	5	71%	29%	20%
White	7	4	57%	43%	50%
English Learners	178	94	53%	47%	4%
Foster Youth	0	0	0	0	0
Homeless	3	3	100%	0%	33%
Military	0	0	0	0	0
Socioeconomically Disadvantaged	370	256	66%	34%	20%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	29	67	33%	7%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	470	310	66%	34%	15%
Female	236	157	67%	33%	36%
Male	234	153	65%	35%	14%
American Indian or Alaska Native	0	0	0	0	0
Asian	12	9	75%	25%	22%
Black or African American	20	9	45%	55%	0
Filipino	1	0	0	0	0
Hispanic or Latino	422	282	67%	33%	15%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0
Two or More Races	7	5	71%	29%	20%
White	7	4	57%	43%	0
English Learners	178	93	52%	48%	0
Foster Youth	0	0	0	0	0
Homeless	3	3	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	370	255	69%	33%	15%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	29	67%	33%	10%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

AMPS

HONOR HARD WORK

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Amethod Public Schools ("AMPS" or the "School") to take all reasonable measures to prevent the spread of the novel coronavirus disease ("COVID-19") among students and staff. In accordance with this policy, the School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms "shall" or "will") as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control ("CDC"), the California Department of Education ("CDE"), the California Department of Public Health ("CDPH"), and the Alameda County Department of Public Health ("ACPHD"), and Contra Costa Health Services ("CCHS"). The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order. The School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on the School campus.

This Policy constitutes the COVID-19 Infection Control Plan for each School worksite. Prior to resuming in-person instruction, the COVID-19 Liaison shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff members are responsible for implementing this Policy:

The COVID-10 Liaison at AMPS is: Breanna Hickman

COVID-19 School Safety Lead will fulfill the following role:

- Reports cases to the COVID-19 Liaison (Breanna Hickman);
- Assists COVID- 19 Liaison with investigation and contact tracing;
- Verifies regularly that school mitigation strategies are being followed through periodic safety and facility sweeps;

AMPS
HONOR HARD WORK

- Is under supervision of Site Director and follows guidance from COVID19 Liaison

Downtown Charter Academy (6-8th) Site Director: Claudia Lee cllee@amethodschools.org COVID-19 School Safety Lead: Gregg Pentony gpentony@amethodschools.org 510-535-1580 2000 Dennison Street Oakland, CA 94606	**Benito Juarez (K- 5th)** Site Director: Designee COVID-19 School Safety Lead: Gabriela Gutierrez ggutierrez@amethodschools.org 510-334-2702 1450 Marina Way South Richmond, CA 94804
Oakland Charter Academy (6-8th) Site Director: Philip Ellingberg pellingberg@amethodschools.org COVID-19 School Safety Lead: Greer Relphorde grelphorde@amethodschools.org 510-532-6751 4215 Foothill Blvd Oakland, CA 94601	**Richmond Charter Academy (6-8th)** Site Director: Sylvia Flores sflores@amethodschools.org COVID-19 School Safety Lead: Gabriela Lopez glopez@amethodschools.org 1450 Marina Way South Richmond, CA 94804
Oakland Charter High School (9-12th) Site Director: Designee COVID-19 School Safety Lead: Aunyia Ames aames@amethodschools.org 510-436-0101 2433 Coolidge Avenue Oakland, CA 94601	**John Henry High School (9-12th)** Co-Site Directors: Natalie Garcia and Allyson Schoolcraft nagarcia@amethodschools.org, aschoolcraft@amethodschools.org COVID-19 School Safety Lead: Raul Romo-Romo rromoromo@amethodschools.org 510-235-2439 1402 Marina Way South Richmond, CA 94804

1. **Limited campus access.**
   - The School may limit nonessential visitors' access to the School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any

such visitor, and the relative importance of the visit's purpose.

- The School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to the School must wear a face mask while inside any School building, vehicle, or other enclosed space. Visitors may wear a face shield with a cloth drape sealing the bottom edge if they are unable to wear a mask due to a medical condition, mental health condition, or disability, or if they are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Signage shall be posted at all public entrances to the School warning visitors not to enter if they have COVID-19 symptoms.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and the School will work with them to ensure that CDC-recommended precautions are followed.
- Pursuant to local guidance, the School will not currently allow use of School facilities for non-school purposes.
- All adults entering campus for in-person pick up or drop-off are to wear a face covering.
- To the extent that non-parent visitors are required to enter the School Campus, the School will take the following precautions:
    - Non-parental visitors will be allowed on campus via appointment only.
    - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
    - Non-parental visitors will only be allowed to enter specific areas to conduct their business. Non-parental visitors will not be allowed to interact with any cohorts.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms*. Currently, the CDC has identified the following as potential symptoms of COVID-19:
    - Fever or chills
    - Cough
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose

- Nausea or vomiting
- Diarrhea

- *Home Screening (Staff).* All employees who enter campus are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. The School will provide all employees with a list of COVID-19 symptoms. Active symptom screening shall be conducted at the worksite if required by local order.
  - Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
  - If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
  - The School may initiate temperature checks for all staff entering campus.
- The School will not penalize students and families for missing in-person instruction due to COVID-19.
- Any student or staff member who develops any COVID-19 signs or symptoms shall stay home, unless and until all conditions have been met pursuant to CDPH and local guidance. These criteria may include, but are not limited to, a negative PCR COVID-19 viral test.

3. COVID-19 Liaison

- The School will designate an employee as its COVID-19 liaison pursuant to ACPHD and CCHS guidance. The name and contact information for the School's COVID-19 liaison is referenced above on pages one and two of this Policy.
- The COVID-19 liaison will be responsible for responding to COVID-19 concerns for the School, providing COVID-19 guidance for the School community, and acting as a liaison with the Local Health Department, among other items. The COVID-19 liaison will make all available efforts to stay up-to-date on current COVID-19 related guidance.
- The COVID-19 liaison shall monitor the prevalence of symptoms and illnesses among students and staff on campus and help to isolate any suspected COVID-19 cases promptly, as needed.

4. COVID-19 testing and reporting:

- When testing students or employees for COVID-19, the School will conduct Antigen or Polymerase Chain Reaction (PCR) testing.

AMPS

HONOR HARD WORK

- Testing will be applied on symptomatic[1], response[2], and asymptomatic[3] bases, consistent with state and county guidance.
- The Charter School's COVID-19 liaison must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA Emergency Temporary Standards, the Charter School will provide testing at no cost to employees during paid time for:
    - Symptomatic unvaccinated employees, regardless of whether there is a known exposure,
    - Unvaccinated employees after an exposure,
    - Vaccinated employees after an exposure,
    - Unvaccinated employees in an outbreak (three or more employee cases), or
    - All employees in a major outbreak (20 or more employee cases).
    - All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the COVID-19 liaison, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
- For staff and student-wide testing, all staff and students shall be tested, other than any staff and students who have no contact with others and do not report to campus.
- The School can cause tests to be provided at any one of its campuses, AMPS has signed an MOU with HR Support Pros to contract their services for student and staff testing. AMPS is also planning to sign MOU with the CDE for on-site antigen testing.
    - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The COVID-19 Liaison or designee must be made aware of student and staff test results and report those results to local public health officials.

Student consent for testing:

---

[1] Symptomatic testing "is used for individuals with symptoms of COVID-19, either at home or at school."

[2] Response testing "is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2."

[3] Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission."

AMPS
HONOR HARD WORK

- **Students age 12 and under**: For School Students age 12 and under, the School will require parental consent for COVID-19 testing.
- **Students age 13 to 17**: Pursuant to California Family Code Section §6926, ACPHD/CCHS guidance, and CDPH guidance, School Students ages 13 to 17 may consent to COVID-19 testing on their own.
- **Students age 18 and older**: School students age 18 and older do not need parental consent for COVID-19 testing.

- Staff and students who refuse to take a test or report test results to the School will follow the progression of consequences from the School and CMO:
  - Example for student: warning, call home, detention, parent meeting, Saturday School, parent meeting, suspension**, meeting with CEO/ Board President
  - Example for staff: verbal warning with email documentation, written warning with meeting, final written warning with meeting

**Please note that if students are excluded from campus for refusing to wear a mask, they must be offered alternative educational opportunities.

- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the School. The School cannot guarantee the availability of either remote work or in-person instruction as an accommodation and will process all requests for accommodation consistent with policies and applicable law.
- The School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The School should have a separate confidential medical file for each employee where the School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- The families of students and staff who will return to in-person instruction at the School campus are highly encouraged to be tested for COVID-19 before their student or family member returns to campus, and regularly thereafter.
- Visitors to the School campus are highly encouraged to undergo COVID-19 testing prior to entering the School campus.
- In the event of a positive test result of a student or family member:

- The School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the School will take actions as required in Section 5-6 below.
- Follow the process set forth in Section 5 upon receipt of test results.

- **Vendors**
  - All vendors' employees who regularly enter the Charter School Campus must comply with this entire Policy, including any and all COVID-19 testing and screening requirements.
  - For the purposes of this Policy, vendors include but are not limited to the Charter School's contracted partners who provide limited and specialized services on Charter School campuses.
  - Consistent with this Policy, any vendor's employee who either refuses to test for COVID-19 or refuses to provide COVID-19 testing results will be excluded from the Charter School campus, to protect the health and safety of all Charter School students, employees, and the community. Similarly, any vendor's employee who screens or tests positive for COVID-19 prior to campus entry must follow all protocol in this Policy, including but not limited to temporary campus exclusion, COVID-19 testing, and any other protocol required by public health guidance.
  - Vendor's employees who test negative must still follow all protocol in this Policy, and consistent with public health guidance.

5. Exposure Management Planning and Response to Suspected or Confirmed Cases and Close Contacts:

- **Close Contacts- Anyone who has been within 6 feet of an infected person for a total of 15 minutes or more over a 24-hour period.**
- **Exposure- Having come in contact with a person who has tested positive for covid, but has not been in close contact for more than 15 minutes.**

- The School will comply with all guidance promulgated by the ACPHD and CCHS, as well as CDPH guidance, in response to suspected or confirmed cases and close contacts. In the event that local guidance provides more stringent directives in response to suspected or confirmed cases and close contacts, the School will follow such local guidance.
- Potential Exposure: In the event of notice of potential exposure,[44] with regard to its

[4] Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an

employees, the School will comply with its COVID-19 Prevention Plan.

- If the event of a suspected COVID-19 case(s):
  - The School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9- 1-1 without delay.
  - Any student who is subject to quarantine in the isolation room parents should respond within 30 minutes to the call that was placed by staff.
  - From the time the call is placed students may remain no longer than 2 hours before the police of CPS are notified(students may not remain on campus all day following a positive or exposure notification)
- In the event of one or more confirmed COVID-19 case(s) the School will follow CDPH and Local Health Department guidance, including implementation of the following practices:
  - The School will provide notifications to the local public health department of any known case of COVID-19 among any student or employee who was present on a School campus in the 10 days before a positive test result or who was on campus during their infectious period [5]within the past 14 days. Such notifications must be made within one (1) business day of the School's notification of the case.
  - Notifications will be provided by the COVID-19 Liaison or designee.
  - The notification to the local public health department must include:
    - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
    - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site; and
    - 3) The full name, address, and telephone number of the person making the report.
  - The notification will be to safelearning@acgov.org and/or call (510) 268-2101.
  - Notify all staff and families in the School community, as well as any contractors

employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the School's testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

[5] ACPHD guidance states that an individual is infectious either: 1) 2 (two) days before and until 10 days after the date that symptoms began, or 2) if a case did not have any symptoms, 2 (two) days before and 10 days after the date that the specimen was collected which later tested positive for COVID-19.

who regularly work at the School, of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.

- For any employees deemed to have close contact exposure, the School will notify employees as much, and provide appropriate quarantine/isolation instructions in line with current ACPHD/CCHS guidance.

- Close off areas used by any sick person and do not use them before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 6 and 7.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines ("Responding to COVID-19 in the Workplace").
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
- Recommend testing for all students and employees in close contact with the confirmed COVID-19 case, consistent with recommendations from the ACPHD and CCHS.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the School's adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
  - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health

supports;

- Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment;
- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Provide synchronous instruction as required by law.
    - "Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
        - For TK-3 opportunities must occur daily.
        - For 4-8 opportunities must occur weekly along with daily live interaction.
        - For 9-12 opportunities must occur weekly.
        - Can be classroom style, designated small group, orone-on-one.
- The School will document each pupil's participation in synchronous instruction.
- The School shall continue to provide school meals.

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Anyone who test positive (regardless of their vaccination status) must quarantine for 10 days and may return after day 10 if they have no symptoms.
- COVID-19 cases who have tested positive but are asymptomatic must quarantine for 7 days and test on the 5th-7th day to ensure a negative result. If negative on day 8 they may return to work or school. Continue to monitor results for the next 7 days. Students or staff who develop COVID-19 symptoms or test positive during quarantine must isolate immediately.
- Exposed students and employees must self-quarantine and self-monitor for symptoms for 10 days from their last contact with the case while infectious if they are unvaccinated and were unmasked. If they remain asymptomatic, quarantine can end 10 days from the last date of exposure without testing. Quarantine can end after Day 7 for contacts who remain

Asymptomatic and are vaccinated, if a COVID-19 test taken after Day 5 produces a negative result. In either case, the exposed individual must continue to monitor their health and adhere to COVID-19 prevention precautions through Day 14.

Exposed students and employees who have been exposed but are unvaccinated and asymptomatic may quarantine in a modified setting for 7 plus days. They must test as soon as possible after learning about the exposure. A negative test is required on day 5 and they may be released from quarantine on day 8. Students who start to have symptoms must stop attending in-person learning and quarantine immediately and go to a 10 day standard quarantine.

- Students and staff who develop COVID-19 symptoms or test positive during quarantine must isolate immediately.
- No mask- vaccinated exposure can end quarantine on day 5 if rapid test results are negative and they are symptom free.
- Exposure wearing mask(regardless of vaccination status) who has been in contact with a positive case does not need to quarantine as long as they remain symptom free and test twice weekly following exposure.

- Close contacts who remain asymptomatic after exposure and either fully vaccinated or have recovered from laboratory-confirmed COVID-19 within the last 90 days are not required to quarantine. These individuals are encouraged to test for COVID-19. If the student meets the standards for modified quarantine as set forth in the CDPH guidance, the School shall have the discretion to provide modified guidance.

- In the event of a cluster (three or more cases within 14 days), the School will report such information to the ACPHD/CCHS immediately, using the same contact methods for reporting other COVID-19 exposures on campus.
- In the event of an outbreak [6]or cluster at a School:
  - The School COVID-19 Liaison will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.
  - The School will notify students, families, employees, and stakeholders that the School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
  - The School will identify absenteeism among those in affected classes or stable groups and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
  - The School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.

- Limit visitors to the affected campus, except for those that are essential to the School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the campus.
- Discontinue all non-essential in-person group activities at the School Campus during the outbreak.

- The School will comply with current CDPH and CDC recommendations for quarantines or

[6] Pursuant to CDPH guidance, "outbreak" is defined a "3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically linked in the school, are from different households and are not contacts of each other in any other investigation cases."

modified quarantines in the case of exposure to a confirmed COVID-19 case.

- For individuals who test positive for COVID-19:
    - Persons with COVID-19 who have symptoms may discontinue self-isolation under the following conditions:
        - At least 10 days have passed since symptom onset; AND
        - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
        - Other symptoms have improved.
    - Persons with COVID-19 who are asymptomatic may discontinue isolation under the following conditions:
        - At least 10 days have passed since the day of the first positive COVID-19 diagnostic test. If they develop symptoms, then the strategies for discontinuing isolation for symptomatic persons (above) should be used.
- Pursuant to Cal/OSHA regulations, the School will exclude employees with close contact exposure from campus for 14 days from their last exposure to the infectious person.
    - However, the School will not exclude employees with close contacts exposure and not require such employees to quarantine if the employee is both asymptomatic and fully vaccinated against COVID-19. Should an asymptomatic and fully vaccinated employee be exposed to COVID-19, the School reserves the right to request proof of vaccination for COVID-19 before allowing the employee to forego post-exposure quarantine and exclusion.
- Subsequent School Closure Criteria:
    - Charter School campuses that are open for in-person instruction may subsequently and temporarily close for in-person instruction based on any criteria to be determined in consultation with the relevant local health department.

6. Sanitizing/hygiene materials and practices.

- The School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- The School will schedule frequent, mandatory handwashing breaks for younger students at regular intervals, including but not limited to: Before and after eating, after toileting, after outdoor play, as well as before and after any group activity.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals to avoid congregating in restrooms.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.

- The School shall make soap, tissues, no-touch trash cans, face coverings, and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the School Campus.
- The School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

7. **Routine cleaning and disinfecting:** The School will maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID- 19 at the school site.
   - Custodial staff will perform routine and thorough cleaning once per day when students are not present. When cleaning, the space will be aired out before children arrive.
   - Routine cleaning practices include, but are not limited to:
     - Using everyday janitorial cleaning supplies and disinfectants for surfaces such as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
     - Dusting hard surfaces;
     - Damp wiping of hard surfaces to ensure they are free of debris;
     - Wet mopping of floors;
     - Vacuuming carpets and mats.
   - The School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.

- Isolation room must be cleaned daily**(rooms that are only for an infected person**)
- The School will clean high touch areas in staff break rooms at least once per day.
- The school will clean and sanitize any slides and playground fixtures that are on campus daily.
- Cleaning and Disinfection after a Confirmed Case on Campus:
    - If an individual confirmed to have COVID-19 was on campus, the School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed case.
    - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
    - When disinfecting, the School will use an EPA-registered disinfectant that is approved for emerging pathogens.
    - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
    - Custodians will clean and disinfect:
        - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hard backed chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
        - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
        - All playground equipment once a day.
    - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The School will comply with CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles,

will be routinely cleaned.

- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfecting agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list "N" and require staff to follow product instructions.
    - To reduce the risk of asthma and other health effects related to disinfecting, the School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the EPA Design for Environment program.
    - The School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
    - Staff should follow label direction for appropriate dilution rates and contact times.
    - The School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g. door knobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

8. **Facility measures:** Where feasible, the School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:
    - Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
    - Filters must be inside classrooms, work spaces and turned on at all times to ensure proper filtration.
    - Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
        - The School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.

- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary hand washing stations at all school entrances and near classrooms to minimize movement and congregation in s.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.
- Staff offices are off limits and students should not be quarantining inside.
- Safety logs will be kept in isolation rooms to verify cleaning procedures as well as who performed them.

9. **Physical distancing (staff):** The School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:
   - The School will arrange desks and workspaces to create a minimum of six (6) feet between individuals where possible, including those employed in administrative positions.
   - Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces.
   - Where possible, training and other meetings will be conducted in a manner that accommodates physical distancing.
   - For School staff employed in food service and preparation operations, the School will implement, where practicable, physical distancing requirements, such as floor markings.

10. **Physical distancing (students):** The School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus as much as is feasible, including maximizing physical distance as much as possible while eating (especially indoors) using additional spaces outside of the cafeteria for mealtime seating, and arranging for eating outdoors as much as feasible.

11. **Use of face coverings:** The School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.
    - All students must wear a cloth or surgical face mask when indoors at any School building, bus, or other enclosed space, unless exempted from doing so pursuant to the accommodation procedures laid out in this Policy. All adults in a K-12 school setting, including teachers,

staff, parents, visitors, and outside workers, must wear a cloth mask when in any indoor space shared with students or other staff.

- Face masks are required without regard to vaccination status.
- All staff are encouraged to wear KN95 mask indoor school settings.
- Face masks are optional when outside.
- Proper use of cloth face coverings will be strictly enforced. The School will exclude from campus anyone who refuses to wear a face mask if not exempted pursuant to this Policy. If students do not wear masks, the school's progression of consequences will be followed;
    - Example for student: warning, call home, detention, parent meeting, Saturday School, parent meeting, suspension**, meeting with CEO/ Board President
    - Example for staff: verbal warning with email documentation, written warning with meeting, final written warning with meeting

**Please note that if students are excluded from campus for refusing to wear a mask, they must be offered alternative educational opportunities.

- Face masks and face shields may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The School will provide face coverings for students who lose their face coverings or forget to bring them to school.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The School will post signs regarding the need for, proper use of, removal of and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing a face covering outside of the classroom, unless otherwise exempted.
- The School will evaluate any employee's request for accommodation from the School's face covering policy/requirement pursuant to the School's Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Accommodations for students:

AMPS

HONOR HARD WORK

- Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
- If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
- Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
- Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
- For special education/504 students:
  - Appropriate determinations will be made during IEP team meetings.
  - When considering potential accommodations, SPED/504 teams will use the following criteria:
    - 1) Does the student have a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance and
    - 2) When deciding if students with certain disabilities should wear a mask, determine if they can:
      - Use a mask correctly,
      - Avoid frequent touching of the mask and their face,
      - Limit sucking, drooling, and excess saliva on the mask, and
      - Remove the mask without assistance.
- Students exempted from wearing a mask or face shield are strongly encouraged to be vaccinated against COVID-19. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

12. **Use of gloves and PPE:** The School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial

coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties as a student or staff member. Upon request, the School will provide gloves and a medical grade mask to any employee dealing with sick children or providing instruction to any student with a face mask exemption.

The School requires employees to wear gloves and other Personal Protective Equipment ("PPE") in accordance with the following standards.

- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
    - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
    - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
    - All cleaning and disinfecting products must be kept out of children's reach and stored in a space with restricted access.
- As required by Cal/OSHA, the School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness. Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
    - Individuals who have limited mobility or require prolonged and close contact with

others, such as direct support providers and family members;
    - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
    - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education ("FAPE") in the least restrictive environment ("LRE") for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
    - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
    - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
    - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
    - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
    - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom

environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
- Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- Individuals who may not be able to communicate symptoms of illness.

14. **Vaccination Policy.** The Charter School has adopted the following COVID-19 employee vaccination policy ("Vaccination Policy"). The purpose of this Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities:

- The Charter School strongly encourages all employees to receive a COVID-19 vaccination at the first available opportunity.
- Employees who choose to get vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Vaccination Policy. Such a revision may include but is not limited to mandating all employees vaccinate for COVID-19, absent a legally-recognized accommodation. Upon any revision to this Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employees with any questions regarding the Charter School's Vaccination Policy may contact the COVID-19 Liaison at bhickman@amethodschools.org.

AMPS
HONOR HARD WORK

15. **Communications to the Charter School Community.** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
    - Proper use, removal and washing of face coverings.
    - How COVID-19 is spread.
    - COVID-19 specific symptom identification.
    - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
    - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
    - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
    - Guidelines for families about when to keep students home from school.
    - Systems for self-reporting symptoms.
    - Criteria and plan to close schools again for physical attendance of students.
    - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
    - Contact information at the Charter School for students who may have been exposed to COVID-19.
    - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

AMPS

HONOR HARD WORK

The Executive Director and/or designee is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities ("Agencies"), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the School's charter petition. The Executive Director and/or designee shall provide the Board with regular updates as to actions taken pursuant to this section.

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For Oakland Charter High School

Address: 2433 Coolidge Avenue, Oakland, CA **Phone:** (510) 436-0101
Interim Vice Principal: Ms. Ames **Grade Span:** 9-12th

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Oakland Unified School District
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Oakland Charter High
Street	2433 Coolidge Ave
City, State, Zip	Oakland, CA , 94601
Phone Number	510-436-0101
Principal (Interim Vice Principal)	Ms. Ames
Email Address	aames@amethodschools.org
Website	https://ochs.amethodschools.org/
County-District-School (CDS) Code	01612590114868

Table 3: School Description and Mission Statement (School Year 2021–2022)

Over the past 15 years, Oakland Charter High School (OCHS) has proven to be a highly effective high school for families and students in Oakland, CA. Having promoted our first graduating class in 2011, we now prepare to send off our twelfth round of students to college and career opportunities of their choice in the spring of 2022. OCHS looks forward to continuing to provide a small and successful high school campus to the residents of Oakland. OCHS is one of six Amethod Public Schools (AMPS). AMPS is a 501(c) (3) tax-exempt nonprofit public benefit corporation that was founded in Oakland in 1993 with the intent to create charter schools that produce academic results and reduce the achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, is the oldest charter school in the City of Oakland, and the 12th school chartered in the state of California. For over twenty years, AMPS has been serving thousands of Bay Area families with effective academic programs that produce life changing results. It is the objective of the Charter School and organization to create a positive school environment and culture where being diligent and taking personal responsibility is the norm. AMPS demonstrates that public schools at the secondary level can produce successful students if they are operated in small and organized settings. It is the organizational belief that any child can be successful if they receive the proper education.

Oakland Charter High School's Mission is to advance students' motivation and belief in academic achievement while in their pursuit of a thriving future. We are a free and public charter school that believes in the promise of hard working students from diverse

perspectives, socio-economic status, backgrounds, and talents. OCHS will provide a rigorous academic program to all students who wish to attend, yet will specifically outreach to families that live in low income areas, survive below the federal poverty line, or whose parents have never attended college. The school will serve up to 500 students in the ninth through twelfth grades with the goal of achieving higher academic results than neighboring high school campuses by focusing on rigorous state aligned academic programs, accountability, and excellence by providing an educational program that reinforces structured and demanding A-G coursework. The school will meet its mission by working in collaboration with all community stakeholders.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	[DPC]
Grade 1	[DPC]
Grade 2	[DPC]
Grade 3	[DPC]
Grade 4	[DPC]
Grade 5	[DPC]
Grade 6	[DPC]
Grade 7	[DPC]
Grade 8	[DPC]
Grade 9	122
Grade 10	123
Grade 11	97
Grade 12	116
Total Enrollment	458

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	[DPC]
Male	[DPC]
Non-Binary	[DPC]
American Indian or Alaska Native	[DPC]
Asian	31.6%
Black or African American	6.3%
Filipino	1.5%
Hispanic or Latino	58.4%
Native Hawaiian or Pacific Islander	[DPC]
Two or More Races	1.1%
White	1.1%
English Learners	14.6%
Foster Youth	0.2%
Homeless	[DPC]
Migrant	[DPC]
Socioeconomically Disadvantaged	86.7%
Students with Disabilities	8.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	[DPC]
Misassignments	[DPC]
Vacant Positions	[DPC]
Total Teachers Without Credentials and Misassignments	[DPC]

Table 8: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]
Local Assignment Options	[DPC]
Total Out-of-Field Teachers	[DPC]

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Digital Access: Fastbridge (all grades)		Fastbridge: all students can access online
Mathematics	Algebra 1 Common Core Prentice Hall 978-0133281149 Geometry Common Core Prentice Hall 978-0133281156 Algebra 2 Common Core Prentice Hall 978-0133281163 Calculus I w/Precalculus		Geometry - students do not own copy, teachers give students notes based on textbook listed here Algebra 2 - OpenStax online curriculum utilized

	Houghton Mifflin 0-618-08760-5 Calculus of a Single Variable 10th Cengage 0-618-50304-8 Digital Access: CK-12 Algebra I, Geometry, & Algebra 2; Openstax Statistics High School, and; AP Classroom: Calculus A/B & B/C		
Science	Biology: SEPUP Science and Global Issues Biology - Second Edition AP Chemistry: The Central Science 13e Brown & Lemay 978-0321910417 Biology: Campbell (AP Edition) 9 Pearson 9780131375048 Chemistry: McGraw Hill Inspire Chemistry	Biology: text adopted July 2021 AP Chemistry: text adopted 2017 AP Biology: adopted 2015	Biology: all students have a copy of the text AP Chemistry: course not taught this school year, no students have this text Chemistry: all students have a copy of the text AP Biology: all students have a copy of the text
History-Social Science	9th Grade, Human Geography: The Cultural Landscape, AP Edition 10th Grade, Modern World History: AMSCO		10th grade Modern World History, all students have a copy 11th grade AP US History, all students have a copy

	AP Modern World History 11th Grade, AP US History: The American Pageant 14th Wadsworth Cengage Learning 978- 0547166629 The Challenge of Democracy: Government in America 9th Houghton Mifflin 978-0618810178 Economics Digital: AP Classroom World History, US History & Government		Economics, students use online textbook: https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/episd-2019-2020-economics-with-emphasis-on-the-free-enterprise-system/ The Challenge of Democracy: Government in America, all students have a copy
Foreign Language	Mandarin 1: **" Integrated Chinese" Textbook and Workbook 1**, simplified version (ISBN 978-1-62291-135-6 : Textbook; 978-1-62291-136-3: Workbook) Mandarin 2: **" Integrated Chinese" Textbook and Workbook 2**, simplified version (ISBN 978-1 -62291 - 141-7 : Textbook; 978-1-62291-141-1: Workbook) **" Barrons's - AP Chinese Language and Culture"** Third		Mandarin 1: all students have a copy of Integrated Chinese Textbook and Workbook 1 Mandarin 12: all students have a copy of Integrated Chinese Textbook and Workbook 2 AP Mandarin: all students have a copy of Barrons's AP Chinese Language and Culture and Jia you

	Edition, ISBN: 978--1-4380-1184-4 " 加油 **Jia you** " ISBN: 9781428262188 Avancemos: Spanish Level 1 978-0547871912 Avancemos: Spanish Level 2 978-0547871936 Avancemos: Spanish Level 4 9780547871943 Temas: AP Spanish 2014 9781618572226 Integrated Chinese 3 Cheng & Tsui 2017 9781622911561		
Health	N/A	[DPL]	[DPL]
Visual and Performing Arts	N/A	[DPL]	[DPL]
Science Laboratory Equipment (grades 9-12)	N/A	N/A	[DPL]

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

Table 11: School Facility Conditions and Planned Improvements

Table 12: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: [DPL]

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

Overall Facility Rate

Year and month of the most recent FIT report: [DPL]

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
[DPL]	[DPL]	[DPL]	[DPL]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE

criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Table 15: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]
[Use this space to provide information about Career Technical Education (CTE) programs as follows: • *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and* • *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and* • *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]*

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	[DPC]
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	[DPC]
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	[DPC]

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	[DPC]
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	[DPC]

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

All of Oakland Charter High School's Community nights are planned at the beginning of the year and placed in the family calendar. For the 21-22 year, all Community Night's were planned for the 3rd Wednesday of each month. At the time of this writing, all community nights have been held via Zoom due to the Covid-19 Pandemic. Parents can learn of opportunities to participate in school life and culture through the OCHS website, by attending the monthly Community Nights, or through the bulletins mailed home with quarter and semester grades. Finally, any parents who wish to give input on school fiscal, governance or any other policy decisions may participate in the school's Family-Staff Success Team (FST), which meets bi-monthly, usually on the fourth Tuesday of each month. Amethod Public Schools board meetings are open to the public and are posted on the Amethod Public Schools website and on the physical school locations in compliance with the Brown Act. OCHS also holds at least one Cash for College Night for all families of 12th grade students to help facilitate the Free Application for Student Aid (FAFSA) and Dream Act processes for all students for higher education.

State Priority: Pupil Engagement

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

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

Table 26: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018–2019	School 2019–2020	School 2020–2021	District 2018–2019	District 2019–2020	District 2020–2021	State 2018–2019	State 2019–2020	State 2020–2021
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Table 28: Chronic Absenteeism by Student Group (School Year 2020–2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

State Priority: School Climate

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

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

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018–2019	School 2020–2021	District 2018–2019	District 2020–2021	State 2018–2019	State 2020–2021
Suspensions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	[DPC]	[DPC]
Female	[DPC]	[DPC]
Male	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]
Asian	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]
Filipino	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]
White	[DPC]	[DPC]
English Learners	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]
Homeless	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]

Students Receiving Migrant Education Services	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]

Table 32: School Safety Plan (School Year 2021–2022)

[Narrative provided by the LEA]
[Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.]

D. Other SARC Information

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

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** "Other" category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]

Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

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

** “Other” category is for multi-grade level classes.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]

Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 38: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	[DPC]

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

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	[DPC]
Library Media Teacher (Librarian)	[DPC]
Library Media Services Staff (Paraprofessional)	[DPC]
Psychologist	[DPC]
Social Worker	[DPC]
Nurse	[DPC]
Speech/Language/Hearing Specialist	[DPC]
Resource Specialist (non-teaching)	[DPC]
Other	[DPC]

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

Table 41: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	[DPL]	[DPL]	[DPL]	[DPL]
District	N/A	N/A	[DPL]	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

[Narrative provided by the LEA]

[Provide specific information about the types of programs and services available at the school that support and assist students.]

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses*:* [DPC]

Subject	Number of AP Courses Offered*
Computer Science	[DPC]
English	[DPC]
Fine and Performing Arts	[DPC]
Foreign Language	[DPC]
Mathematics	[DPC]
Science	[DPC]
Social Science	[DPC]
Total AP Courses Offered*	[DPC]

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

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	[DPL]	[DPL]	[DPL]

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Military	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Female	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Male	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
American Indian or Alaska Native	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Asian	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Black or African American	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Filipino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Hispanic or Latino	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Native Hawaiian or Pacific Islander	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Two or More Races	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
White	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
English Learners	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Foster Youth	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Homeless	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Military	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Socioeconomically Disadvantaged	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students Receiving Migrant Education Services	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
Students with Disabilities	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Coversheet

Approval of Special Board Minutes 12/15/2021

Section: III. Consent Agenda
Item: B. Approval of Special Board Minutes 12/15/2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the AMPS Board of Directors on December 15, 2021

APPROVED

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time
Wednesday December 15, 2021 at 5:45 PM

This meeting will be by teleconference pursuant to Government Code Section 54953(e).

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

https://us02web.zoom.us/j/87087908576

Participating by Telephone: 669-900-9128 Meeting ID: 870 8790 8576

Public Comment: Members of the public who wish to comment on an agenda item please physically raise your hand, use the raise hand tool in the zoom meeting platform or press star (*) nine if joining by telephone. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510)

701 -2415. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote), M. Gonzalez (remote), N. Driver (remote)

Directors Absent
None

Guests Present
L. Romo

I. Opening Items

A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Dec 15, 2021 at 5:49 PM.

B. Roll Call

II. Business I

A. Approval of Findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953

E. Quiroz made a motion to approve findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953.
N. Driver seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Azubuike	Aye
E. Quiroz	Aye
N. Driver	Aye
M. Gonzalez	Aye
G. Lopez Jr.	Aye

III. Consent Agenda

A.

Public Hearing Regarding Educator Effectiveness Grants

No public comment was made.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:57 PM.

Respectfully Submitted,
G. Lopez Jr.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***SPECIAL PRESENTATIONS MAY BE MADE.*** *Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED 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 this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org.* ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org*

Coversheet

Approval of Board Meeting Minutes 12/15/2021

Section: III. Consent Agenda
Item: C. Approval of Board Meeting Minutes 12/15/2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on December 15, 2021

APPROVED

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time
Wednesday December 15, 2021 at 6:00 PM

This meeting will be by teleconference pursuant to Government Code Section 54953(e).

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

https://us02web.zoom.us/j/87087908576

Participating by Telephone: 669-900-9128 Meeting ID: 870 8790 8576

Public Comment: Members of the public who wish to comment on an agenda item please physically raise your hand, use the raise hand tool in the zoom meeting platform or press star (*) nine if joining by telephone. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510)

701 -2415. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present
E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote), M. Gonzalez (remote), N. Driver (remote)

Directors Absent
None

Guests Present
L. Romo

I. Opening Items

A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Dec 15, 2021 at 6:04 PM.

B. Roll Call

C. Announcements

D. Public/Board Comments

II. Business I

A. Approval of Findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953

J. Azubuike made a motion to approve findings.
N. Driver seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

N. Driver	Aye
E. Quiroz	Aye
J. Azubuike	Aye
G. Lopez Jr.	Aye
M. Gonzalez	Aye

III. Consent Agenda

A. Approval of Consent Agenda

N. Driver made a motion to aprove the consent.
M. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

G. Lopez Jr.	Aye
N. Driver	Aye
J. Azubuike	Aye
M. Gonzalez	Aye
E. Quiroz	Aye

B. Approval of Board Minutes 11/17/2021

N. Driver made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 11-17-21.
M. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

E. Quiroz	Aye
J. Azubuike	Aye
N. Driver	Aye
M. Gonzalez	Aye
G. Lopez Jr.	Aye

C. Approval of Special Board Meeting Minutes 12/7/2021

N. Driver made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 12-07-21.
M. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Azubuike	Aye
G. Lopez Jr.	Aye
N. Driver	Aye
E. Quiroz	Aye
M. Gonzalez	Aye

D. Approval of Educator Effectiveness Grant

N. Driver made a motion to approve of Educator Effectiveness Grant.
M. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

G. Lopez Jr.	Aye
N. Driver	Aye
J. Azubuike	Aye
M. Gonzalez	Aye
E. Quiroz	Aye

IV. Business II

A. CEO Report

Evelia Villa makes her report.

B. California Educational Research Association (CERA) Program Update

Claudia Lee makes her presentation.

C. Youth Truth Surveys (Engagement Survey of Students, Families and Staff)

Site directors share key takeaways from their youth truth survey results.

D. Approval of AMPS First Interim Reports

N. Driver made a motion to Approve of AMPS First Interim Reports.
E. Quiroz seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

E. Quiroz	Aye
N. Driver	Aye
J. Azubuike	Aye
G. Lopez Jr.	Aye
M. Gonzalez	Aye

E. Approval of Ed. Sped Solutions Inc. Contract

E. Quiroz made a motion to approval of Ed. Sped Solutions Inc. Contract.
N. Driver seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

G. Lopez Jr.	Aye
N. Driver	Aye
J. Azubuike	Abstain
E. Quiroz	Aye
M. Gonzalez	Aye

V. Closed Session

A.

CONFERENCE WITH LEGAL COUNSEL--ANTICIPATED LITIGATION

The Board decided to procure legal counsel for anticipated litigation.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:45 PM.

Respectfully Submitted,
G. Lopez Jr.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***SPECIAL PRESENTATIONS MAY BE MADE.*** *Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED 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 this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org.* ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org*

Coversheet

CEO Report

Section: IV. Business II
Item: A. CEO Report
Purpose: Discuss
Submitted by:
Related Material: coded-22-01.pdf
CEO REPORT January .pptx

CODED CORRESPONDENCE

DATE:
January 13, 2022

NUMBER:
22-01

TO:
All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM:
Mary Vixie Sandy
Executive Director
Commission on Teacher Credentialing

SUBJECT: Executive Order N-3-22 and New Staffing Flexibilities

Summary:
On January 11, 2022, Governor Gavin Newsom signed Executive Order (EO) N-3-22 which immediately enacted staffing flexibilities to help alleviate staffing issues due to the Omicron-driven rise in Covid-19 cases. The EO allows individuals who do not currently hold an Emergency 30-Day Substitute Teaching Permit to receive a Temporary County Certificate (TCC) to serve in an emergency substitute assignment immediately, if the individual holds a Bachelor's or higher degree and a valid Certificate of Clearance or other Commission issued document, and the individual meets the Basic Skills Requirement. The requirements for the individual to submit an Emergency 30-Day Substitute Teaching Permit application and fee to the Commission are temporarily suspended. In addition, the service limitation for long-term and day-to-day substitute assignments is extended to 120 days. These provisions expire March 31, 2022.

Key Provisions:

Candidate Requirements for Issuance of a Temporary County Certificate for Emergency Substitute Teaching Under EO N-3-22

Pursuant to Education Code section 44332(a), a County Office of Education (COE) may issue TCCs that allow the holder to provide services in a California public school while their application is pending review with the Commission on Teacher Credentialing. Per the Executive Order, COEs may, through March 31, 2022, issue a TCC authorizing an individual to serve as an emergency substitute teacher without submission of an application and fee for an Emergency

Day Substitute Teaching Permit to the Commission. To issue such a TCC, the COE must still verify and maintain records of the following:

1. The TCC candidate holds a Bachelor's degree or higher from a regionally accredited institution of higher education.

2. The TCC candidate has met the Basic Skills Requirement through one of the options outlined in Commission Leaflet CL-667.

3. The TCC candidate holds a current, valid Certificate of Clearance (COC), Activity Supervisor Clearance Certificate (ASCC), or other Commission-issued document providing current, valid fingerprint clearance with the Commission.

Individuals issued a TCC on or before March 31, 2022, under this flexibility may serve as an emergency substitute teacher on the TCC for its entire validity. TCCs are valid for one year.

Extension of Service Limitation for Substitute Permit Holders

The EO further extends the substitute service limitation for long-term and day-to-day substitute teaching assignments serving in general education classrooms to 120 days for any one teacher of record issued, effective through March 31, 2022. This extension does not apply to special education classrooms.

Local Employing Agency Requirements

To use the flexibilities granted by the EO, a school district or COE must verify that the candidate has met the requirements outlined above and must make a "written finding" of the need to impose the flexibilities. The written statement must be signed by the school district superintendent, county superintendent of schools, or charter school leader, or such official's designee. It must meet the following criteria:

1. The statement must include an attestation that the "temporary staffing flexibility will support the school district, county office of education, or charter school in maintaining in-person services for students despite staffing shortages caused by the Omicron-drive rise in COVID-19 cases."

2. The statement must be retained by the local employing agency (LEA) and be made available upon request by any member of the public.

Strategies for Immediate use of the EO Flexibilities

The EO flexibility will allow LEAs to identify individuals who may currently be employed and have fingerprint clearance with the Commission through a valid COC, ASCC, or other Commission-issued document, as potential substitutes. This may include athletic coaches, before and after school program employees, or other existing staff. If such staff have met the Basic Skills Requirement and hold a Bachelor's or higher degree, then they may begin serving as a substitute immediately upon issuance of a TCC by the COE.

Additionally, LEAs may recruit parents and other volunteers to employ as emergency substitutes on a TCC, if they have met the Basic Skills Requirement and hold a qualifying degree. Parents and other volunteers who have gone through the local district or county fingerprinting process must still complete the Live Scan fingerprinting process for the Commission and must apply for the COC or ASCC via CTC Online. Information on completing the fingerprinting process can be found at Fingerprint Information (ca.gov), and details on how to apply for a COC or ASCC can be found at Online Application Information.

Timeline for Substitute Assignments

The various flexibilities created through both the Executive Order and the 2021 Budget Trailer Bill affect the number of cumulative days in which the holder can serve as a substitute for any one teacher of record's classroom. Details on the timelines are provided below:

Credentials and Permits that Authorize Substitute Teaching

- Standard Authorization:
  - 20 days for Special Education classes
  - 30 days for General Education classes
- 2021 Budget Trailer Bill:
  - 60 days for both General and Special Education classes
    - Effective through June 30, 2022
- Executive Order N-3-22:
  - 120 days for General Education classes
    - Effective through March 31, 2022

Additional Flexibilities Addresses by EO N-3-22

In addition to the flexibilities addressed in the details above, the EO included further options designed to help mitigate the current hardships that LEAs are facing related to staffing. Questions on these additional opportunities for flexibility should be directed to the State agency contacts identified below:

California Department of Education

California State Teachers Retirement System

California Public Employees Retirement System

Important Dates:

The Executive Order was signed and took effect January 11, 2022.

Flexibilities related to the TCC and to the extended service period of 120 days for long-term and day-to-day substitute teaching assignments expire March 31, 2022.

The 120-day extended service period must begin on or before March 31, 2022.

Sources:
Executive Order N-3-22
https://www.gov.ca.gov/wp-content/uploads/2022/01/1.11.21-N-3-22-School-Staffing-EO-signed.pdf

Basic Skills Requirement Leaflet CL-667
https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)

Fingerprint Information
https://www.ctc.ca.gov/credentials/fee-and-fingerprint

Online Application Information
https://www.ctc.ca.gov/credentials/submit-online

Contact Information:
Questions regarding credential requirements and application submissions may be directed to the Commission's Information Services Unit by email at credentials@ctc.ca.gov. Questions regarding the fingerprinting process and professional fitness review may be directed to DPPinfo@ctc.ca.gov.

CEO Report

AMPS Board Meeting
January 19, 2021

AMPS

HONOR HARD WORK

Updates

Attendance Rates:

	December	January
OCHS	96.20%	811%
JHHS	93.74%	76%
RCA	93%	78%
DCA	97.82	93%
OCA	92.32%	66%
BJE	85.39%	67%

- **Enrollment:**

JHHS	342
RCA	276
DCA	271
OCA	243
BJE	494
OCHS	494

AMPS

HONOR HARD WORK

Updates

- AMPS Covid Dashboard
- Recruitment
- Parent workshop
- Vaccination Pop up
- Governor's Order N-3-22
- Enroll Oak and Enroll WCC

Coversheet

Approval of John Henry High School Comprehensive School Safety Plan (CSSP)

Section: IV. Business II
Item: B. Approval of John Henry High School Comprehensive School Safety Plan (CSSP)
Purpose: Vote
Submitted by:
Related Material:
JHHS CSSP Briefing Sheet.pdf
Copy of 21-22 JHHS Safety Plan w_ discipline intervention revisions (1).pdf

AMPS
HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: **1/19/2022**

Subject: IV. Business	Approval of John Henry High School Comprehensive School Safety Plan (CSSP)
Action: ■ **Information:** ☐ **Committee:** ☐	

RECOMMENDATIONS:	Staff recommends Board to approve John Henry's High CSSP
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	N/A
SUMMARY OF KEYS ISSUES:	On December 2, 2022, John Henry High School received a letter from the California Dept. of Education. The letter referenced a concern over the number of suspensions that had occurred from October and November 2021 at John Henry. Staff has been asked by the CDE to create an intervention plan for students struggling with substance abuse and mental health issues, incorporating stronger, evidence-based, and researched intervention steps into your Comprehensive School Safety Plan (CSSP).
FISCAL ANALYSIS :	John Henry Staff will explain further.
ATTACHMENT(S):	• John Henry High School Comprehensive School Safety Plan (CSSP)

John Henry High School
School Safety Pan

1402 Marina Way South

Richmond, CA 94804

Amethod Public Schools

Table of Contents

The Comprehensive School Safety Plan Overview	4
General School Information	5
A. School Profile	5
B. Safe School Mission	5
C. AMPS Mission & Motto	5
D. Description of School Facilities	5
E. Personal Characteristics of Students & Staff	6
F. Notifications and Assurances	7
Safe School Reports	7
A. School Crimes Status	7
B. School Assessment Resources	8
C. Safe School Needs Assessment	8
D. Conclusions of 2020-21 Safe Schools Assessment	9
Safe School Action Plans	9
School Safety Practices, Policies, and Procedures	11
A. Bully Prevention	11
B. Safe Ingress/Egress Procedures	11
Sample Communication Forms and Postings	11
A. Serious injury or other unplanned and unprecedented event	11
B. Responding to Inquiries- Site Director's Template	12
C. Lockdown- Sample School Messenger Connect Message	13
Emergency Response Plan	14
A. Emergency Contact Datasheet	14
B. Communication Signals	15
C. Action Evacuate	16
D. Action "Drop-Take Cover"	16
E. Action "Duck, Cover, and Hold"	16
F. Action "Lockdown"	17
G. Action "Soft Lockdown"	18
H. Action "Student Release"	18
I. Action "Civil Disturbance"	19
J. Action "Hazardous Material Incident"	19
K. Action "Medical Emergency"	19
L. Action "Fire"	20
M. Action "Active Assailant on Campus"	20

N. Action "Earthquake"	21
O. Action "Bomb Threat--Bomb or Suspicious Device"	22
P. Pandemic Influenza	22
Q. Staff "Buddy List"	23
Evacuation Maps	24
SEMS (Standardized Emergency Management System Plan)	25
A. Organization Chart	25
B. Roles and Responsibilities	26
Policies and Regulations Related to Student Safety	30
1. Bomb Threats	30
2. Bullying	31
3. Campus Security	33
4. Child Abuse and Reporting	33
5. Child Abuse Reporting	34
6. Comprehensive School Safety Plan	38
7. Conduct	41
8. Discipline	43
9. Dress and Grooming	47
10. Earthquake Emergency Procedures System	47
11. Fire Drills and Fires	49
12. Hate Motivated Behavior	50
13. Nondiscrimination/Harassment	51
14. Notification of Dangerous Pupils	54
15. Student Disturbances	55
16. Safe Ingress and Egress	55
17. Sexual Harassment	57
18. Visitors/Outsiders	57
19. Weapons and Dangerous Instruments	58
20. Mental Health and Substance Abuse	62
21. Students Outside of Class During Class Hours	64
References	64

The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the Family Staff Team as well as to the AMPS Board of Directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campuses and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Natalie Garcia or Allyson Schoolcraft, Co-Site Directors
John Henry High School
1402 Marina Way South,
Richmond CA 94804
(510) 235-2439
nagarcia@amethodschools.org
aschoolcraft@amethodschools.org

Prepared by:
Co-Site Directors
Family Staff Team

Reviewed & Approved by: Date Approved:

- ❏ FST Team
- ❏ Richmond Police
- ❏ Richmond Fire Department member
- ❏ AMPS Governing Board

General School Information:

A. School Profile:

John Henry High School serves approximately 300 students from 9th through 12th grade. We provide our students with a rigorous academic program in order to maximize their opportunities for success in a college or four-year university. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

Our campus is located in an urban neighborhood that serves youth from the surrounding community and the larger City of Richmond and San Pablo. The student population mirrors the community that we serve. Over 92% qualify for free or reduced lunch and over 95% are first-generation college students. The demographics of our student population are 95% Hispanic, 1% Asian, 3% African American, and 1% Other.

John Henry High School ranks as one of the top performing high schools in West Contra Costa County. Our approach is simple: rigorous academics and hard work. JHHS is committed to offering challenging courses that meet or exceed the state requirements for high school students in California and the A-G requirements for college admissions.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

Exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. There is one designated point of entry to the campus. During school hours, the main entrance is at the front of the school. The campus is a closed campus and all exterior building doors are locked. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign-in prior to being allowed entry to the school grounds. Staff monitor incoming visitors and direct them to the appropriate

office or location on campus.

School Facility Good Repair Status:

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

JHHS facilities are in good shape. The campus was built and remodeled four years ago to keep up with student enrollment needs. The building meets the "Good Repair" category in alignment with the California Facility Inspection Tool, and is clean, safe, and functional in all categories.

E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	1%
Hispanic	95%
White, not Hispanic	1%
African American	3%
Special Education	6%
SED	92%
Staff Demographics by Ethnicity	%
Asian	13%

Hispanic	43%
White, not Hispanic	33%
African American	3%
Two or More Races, Other	8%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan:

- FST
- Student Council President

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2021-2022 school year was shared with:

- Parents on the FST on 10/14/2021
- All school staff will have access to the plan after it is shared with the AMPS governing board on 10/20/2021
- Communicated to the following entities:
    - Law Enforcement Agencies (by Operations and Compliance Manager)
    - Local Fire Stations (by Operations and Compliance Manager)
    - Charter Authorizer (by Operations and Compliance Manager)

Assurances:

The Family Staff Team may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports:

A. School Crimes Status:

John Henry High School rarely experiences incidents of crime on campus or during school-related functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and the rare student fight. The environment immediately surrounding the campus

includes a Yacht club, a business office, a restaurant, and apartment buildings. The crime rate in the local neighborhoods is moderate to low.

Total Suspensions & Expulsions YTD	
Suspension	5%
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?
Assure a Safe Physical Environment
• Improve dropping off/picking up students • Prevent and reduce vandalism and graffiti • Prepare students and staff for crisis emergencies

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:
• Community service opportunities • Problem solving skills • Parent involvement • Sense of purpose and future • Good Communication skills • Participation in academic activities • Character/value education • High academic self-expectations

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:

- Positive structure in classroom
- Prevention and intervention strategies
- Anti-bullying
- Effective teacher/student relationships
- Parent Involvement
- Extra-curricular activities
- Conflict resolution skills
- Personal and social responsibility
- Participation in and collaboration of parents/students/community

D. Conclusions of 2020-21 Safe Schools Assessment:

Areas of Pride and Strength:

- Pivot to online learning, with clubs, tutoring, and other engagement and support being provided virtually
- Development of Peer Mentoring Program
- Committed and caring teachers, staff, community
- College and career focus leading to steady increases in students applying to college & for financial aid
- Small school atmosphere

Areas to change:

- Develop more after school programs
- Increase student sense of responsibility for self, future and education through the SEL advisory program, Restorative Practices and CRT.

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2021-2022

- We strive to re-engage students as Wildcats and as scholars as they return to on-campus learning and have set goals that we believe can be achieved in the 2021-2022 school year.

Safe School Action Plans:

After analyzing data, resources, and desired areas of change, John Henry High School has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs:

- Goal #1: Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.

B. Component 2: Places:

- Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body. Related Activities: ● Train staff on Culturally Responsive Teaching practice ● Build on the capacity of expert staff on site ● Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. Resources needed: Anchor texts Personnel: Counselor and wellness counselor, administrators Training: Professional development, observation and debrief cycles Administration: Site administration will coordinate with home office staff and work with staff	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: May 2021-ongoing
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	Expansion of student participation in academic activities & the college going culture of the the school Related activities: ● Development of a structured Advisory program ● Implementation of the Naviance SEL/College and Career prep program during Advisory ● Expanding the Kickboard program ● Expanding the Wildcat Store offerings ● Continued recognition assemblies & earned privileges ● Celebrate academic successes classroom by classroom and schoolwide Resources needed: Funds to support incentives Personnel: Administration, staff and teachers	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: May 2021-ongoing

	Training: Naviance and Kickboard training for experienced and novice staff Administration: Administration will work together with staff to establish incentives and programs	

School Safety Practices, Policies and Procedures:

A. Bullying Prevention:

See Title IX Board Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying Policy attached as an appendix.

School administration at John Henry High School enforces this policy and will not tolerate bullying of any type.

B. Visitors:

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

CEO or CEO Designee's Responsibilities:

1. Contact School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site, including determining if bilingual assistance is needed.
3. Receive permission from the affected family regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to accompany

their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison.

5. If necessary, contact AMPS elementary and middle schools because AMPS Richmond is a tight-knit community.
6. Designate one voice for the press (usually the CEO) and ensure other staff know to funnel requests for information through the designated speaker.

Site Director's Responsibilities:

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
2. Update staff.
3. Develop a fact sheet for office manager/secretary/clerk to use when responding to inquiries (see attached example).
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English and Spanish (see attached example)
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at end of school day (share stories)
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life; have CEO's Office contact Richmond Police or Richmond Fire Dept. to access their Critical Incidence Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to Home Office and CEO.

B. Responding to Inquiries – Site Director's Template:

Sample Script of JHHS Office manager/Administrative Assistant

What has happened?

Share the information honestly but ensure all privacy requirements:

e.g. "This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. "

What actions are being taken?

Security measures, emotional issues, correspondence:

e.g. "The Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents. A written correspondence will be sent home sharing pertinent and resource information."

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. e.g. "Your son or

daughter is not in immediate danger and therefore will be dismissed as usual."

What can the parent/community member do to help?

Immediate and long term:

e.g. "As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family

Be observant of your child's feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff."

C. Lockdown – Sample School Messenger Connect Message – English

Initial message:

Hello JHHS families.

This is _____, the Site Director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Richmond Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Richmond Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Richmond Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the Site Director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Lockdown – Sample School Messenger Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Richmond está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Richmond ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Richmond nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus

niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinente details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, John Henry High School staff and students will follow protocol as dictated in this school Safety Plan. Annually, before the first day of school, the John Henry High School Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in the AMPS Emergency Handbook. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire, earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan.

A. Emergency Contact Datasheet:

School/Site: John Henry High School

IC (Incident Commander): Allyson Schoolcraft, Co-Site Director

Command Center Location: Marina Bay Yacht Parking Lot at Hall Ave and Marina Way South

Release of Students Location: Marina Bay Yacht Parking Lot

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency RPD - (510) 233-1214

Public Utilities:

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Executive Officer: Evelia Villa - 1-510- 452-7854

Executive Assistant: Luis Romo - 1-510-434-7017

Sr Director of Operations: Sylvia Flores-

Hospitals:
Richmond Kaiser - (510) 307-1500

Staff with WalkieTalkies:
Site Directors
School Office
Dean of Students
Office Staff
Athletic Staff
Counseling Staff

B. Communication Signals:

Evacuate: announce “This is not a drill. Please exit the building. Teachers, please have your students leave all items in the classroom. Teachers in classrooms with exterior emergency exit doors will have students exit the building through these doors. Teachers in all other spaces will have students exit through the exterior doors on the water side of the first quad. All teachers will lead their classes to line up in the harbor master’s parking lot. Teachers will stay away from the building, leading students by the wooden dock, rather than through the school parking lot, when possible.

Lockdown: announce “lockdown, this is not a drill, repeat, lockdown” All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

Duck, Cover, and Hold: teacher signals “Duck, cover, and hold”

All-Clear: Site Director to announce all clear and dismiss students to the next class as appropriate.

Persons responsible:

Parent Pick up:	Ms. Gonzalez, Ms. Padilla and Mr. Romoero
Student supervision:	All teachers, counselors, school staff and other staff overseen by administration
Persons responsible for rooms/all clear:	Ms. Garcia, Ms. Schoolcraft

C. Action Evacuate:

- Warning: The warning signal at the school for Action “Evacuate” or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Front Desk Call 911 or staff member closest to incidence.
- **Action “Evacuate” consists of:**
    - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.

- Removal of student/staff Emergency Data Cards from office to an outside area of safety
- Teachers ensure emergency backpack is carried to the assembly site on the blacktop.

- **Action Evacuate is considered appropriate but not limited to:**
  - Fire
  - Bomb threat
  - Chemical accident
  - Gas leak
  - Explosion or threat of explosion
  - Post-earthquake
  - Other occurrences which make the school building(s) uninhabitable

D. Action "Drop – Take Cover":

- **Warning**: The warning for this type of emergency is the beginning of the disaster itself.
- **Action "Drop – Take Cover" consists of:**
  - Command "Drop – Take Cover" is given
  - Move away from buildings, trees, fences and power lines
  - Drop to your knees
  - Clasp both hands behind your neck
  - Bury your face in your arms
  - Make your body as small as possible
  - Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action "Drop – Take Cover" is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
  - Earthquake: shaking of the earth
  - Explosion

E. Action Duck Cover and Hold:

- **Warning**: The warning for this type of emergency is the beginning of the disaster itself
- **Action "Duck, Cover, and Hold" consists of:**
  - Command "Duck, Cover, and Hold" is given.
  - Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
  - Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
  - Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
  - After all movement and noise stops, stay under the desk or table until a teacher gives you instructions. Listen carefully and follow instructions.
- **Action "Duck, Cover, and Hold" is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:**
  - Earthquake: shaking of the earth
  - Explosion
  - Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action "Lockdown"

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the

neighborhood off site.

- **Action:**
    - Signal “Lockdown” – Staff member closest to crisis announce “Lockdown”, then use bells as appropriate. Move away from danger, help students
    - Staff member closest to the crisis call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
    - Site Director Contact AMPS Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
    - Set up and man Command Center.
    - Site Director contact CEO’s Office to update status as soon as the situation is under control.
    - Front Office Administrative Assistant post sign on office door notifying public of lockdown.
    - Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):**
    - Classroom teachers should quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
    - Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
    - Teaching activities are to be stopped.
    - Silence all mobile telephones; keep the classroom computer turned on.
    - Continue to check email for updates.
    - Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
    - Lights should only be left on if it would help the police search, without compromising the safety of the students.
    - If gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
    - Take roll and prepare a list of missing students.
    - Call or email attendance information to the office, after the threat is contained.
    - If there are no problems, place a green sheet of paper on the front window of the classroom.
    - If there are problems, place a red sheet of paper on the window.
    - If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.
- **If students are not in classrooms:**
    - Go to the safest and closest area or room.
    - DO NOT try to go to your classroom. Instead enter any available room.
    - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
    - Follow steps “for students in classrooms” above
- **If lockdown is due to Active Assailant:**
    - Do not use placards until the situation is resolved.
    - If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).

G. Action “Soft Lockdown” consists of:

- **Warning:** All procedures above from “Lockdown”

- **Action:**
    - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
    - Transition from a lockdown to a soft lock down must be authorized by the police.
    - During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff.

H. Action "Directed Transportation"

- **Warning**: Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action "Directed Transportation"** consists of:
    - Transporting students to a safe area.
- **Action "Directed Transportation" is considered appropriate only when directed by a competent public safety authority.**
    - It may be appropriate for, but not limited to, movement away from:
    - Flood or tsunami,
    - Fire
    - Hazardous materials incident
    - Or Blast Area

I. Action "Student Release":

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
    - **"**Student Release" will be considered by the Site Director or designee if directed by the CEO. Students will be held at school until released to an authorized adult.
- **Action "Student Release" consists of:**
    - Dismissal of all classes.
    - Release of students to their parents or guardian or other authorized adult at Site Director or designee's judgment.
    - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**
    - Use signs to designate "Student pick-up area."
    - Use signs to direct parents to line up (e.g., alpha, grade levels or room #'s).
    - Release younger students first.
    - Provide escort to parent/guardian if necessary

J. Action "Civil Disturbance":

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a "Lockdown".
- **Action:**

- Follow Site Director's or designee's direction for possible "Lockdown"
- Account for all students and staff
- Remain in classroom or designated areas until contacted
- Remain calm and reassuring

K. Action "Hazardous Material Incident"

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
  - Supervising staff notify the office immediately.
  - Evacuate all students from classroom.
  - All students and teacher leave room where incident occurred
  - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
  - Office will notify the fire/law enforcement agency and AMPS Home office.
  - Determine the need to implement Action "Evacuate" (fire alarm).
  - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
  - Isolate, identify and get names of students and staff that could have been exposed or contaminated.
  - Account for all students and staff.
  - Site Director will direct other actions as required.
  - Remain in designated area until contacted

L. Action "Medical Emergency"

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**
- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished:**
  - Supervising staff member evaluates the scene of the injury or illness. isolate and secure the area.

- Notify the school office.
- Call 9-1-1, as appropriate.
- If indoors, determine the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
- Stabilize the victim and administer first aid.
- Use standard precautions as outlined in the AMPS “Blood-borne Pathogens Exposure Control Plan.”
- Rejoin students as soon as possible.
- Account for all students and remain with them.
- Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

M. Action “Fire”:

- **Actions:**
    - Supervising staff member signal “Evacuation” fire bell. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
    - Site Director notifies (or assigns designee to notify) dean of students, counselors, support staff
    - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
    - If students are in classrooms:
    - Evacuate. Close but do not lock doors.
    - Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
    - Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
    - If students are not in classrooms, reunite with students in evacuation area
    - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
    - All Clear will be signaled by the Site Director or his/her designee.
    - Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
    - Follow Student Release Procedures (if directed by CEO)

N. Action “Active Assailant on Campus”:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action: In the event of a dangerous person on campus, do the following:**
    - Inside school building
        - Implement “Lockdown”, however do not post red or green placards
        - Construct barriers using furniture, desks, etc. to barricade entryway

- Instruct students to lie down behind the barriers
- Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity of the person asking to open the door
- Ask for identification, it can be slid under the door.
- If the assailant enters an occupied room be ready with a Plan of Action:
    - If possible, **run away** from the threat to a safe location
    - An open room or behind a block wall or building, or off campus
    - It is OK to leave campus if it leads to safety
- Outside
    - When law enforcement arrives, be quiet and compliant, do not look like a threat:
    - Keep hands empty and hold them up when law enforcement approaches
    - If known, tell where the assailant is located
    - Report status to command center and post placards as instructed

O. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse

Warning: Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
    - Inside school building:
        - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
        - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
    - Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
    - Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
    - Follow the approved route to the assembly area, keep away from trees, power poles, etc.
    - Maintain control of students.
    - Avoid touching electrical wires and metal objects such as chain link fences.
    - Render first aid if necessary.
    - Once outside of school in designated evacuation location, take roll, issue student name tags, alert command center of any injured or missing student(s).
    - If possible, school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
    - Do not return to building for any reason until they have been declared safe by authorized official(s).
    - The Site Director or designee will determine the advisability or necessity of Action “Student Release.” Prior approval must be obtained by the CEO.
    - On school grounds:
        - The staff member in authority implements Action “Drop – Take Cover”.
    - The safest place is in the open. Stay there until the earthquake is over.
    - Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
    - Activate School Emergency System as/if necessary.

P. Action "Bomb Threat – Bomb or Suspicious Device":

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. *Refer to References for Dept of Homeland Security Bomb Threat checklist.*

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
    - Recipient of the threatening telephone call
    - Remain calm.
    - Keep the caller on the line as long as possible.
    - Do Not Hang Up, even if the caller does.
    - Listen carefully. Be polite and show interest.
    - Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
    - Write down as much detail as can be remembered. Try to use exact words.
    - If the telephone has a display, copy the number and/or letters on the display window.
    - Attempt to get information on location of bomb, and any identification characteristics of caller.
    - Have them repeat the message.
    - Immediately upon termination of the call, do not hang up, but from a different telephone, call 911.
    - If a bomb threat is received by letter or handwritten note:
        - Handle the letter or note as minimally as possible.
        - Notify the office and call 911.
    - If a bomb threat is received by email:
        - Do not delete the email message.
        - Notify the office and call 911.
    - Bomb or Suspicious Device
    - Do not touch or approach the device.
    - Notify the office immediately.
    - Get students out of the immediate areas and wait for directions from the office.
    - Follow Site Director's or designee's instructions for appropriate emergency procedures.

Q. Pandemic Influenza:

Q.1. General Overview

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza or other pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff, and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

“Parent Square” All call system will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meeting. For more information: http://www.pandemicflu.gov/plan/

Q.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, John Henry High Schools has been closed to in-person instruction from March 16th 2020. In the ensuing months, while schooling continued through distance learning, John Henry High School has been preparing for full, in-person instruction for the 2021-2022 school year.

Following guidance from the Centers for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying PowerPoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows, with the full description in our COVID-19 Prevention Plan and our Student Health and Safety Plan.

- Cleaning, Disinfection
    - Staff are expected to regularly clean high-touch areas
    - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
    - Disinfection produce is based on EPA's N-list of recommended disinfectants
- Ventilation
    - Air filtration was upgraded through installing new MERV-13 air filters
    - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Physical Distancing
    - Both Students and Staff are expected to maintain distance at all times possible
- Entrance, Egress, and Movement Within the School
    - Entrances and Exits are clearly marked so that traffic flows one-way into and out of the school
- Face Coverings and Other Essential Protective Gear
    - Staff and students are expected to wear masks at all times while on school campus, except when eating, or when exempted under applicable law.
    - Face shields and disposable gloves are also available for staff
    - Plexi-glass shields are used as an added protection at the front office and around each student desk in classrooms
- Health Screenings for Students and Staff
    - Symptom self-check forms are completed by all Staff and Families (on behalf of the student) prior to arrival on campus
    - All staff and students are all also screened for elevated temperature prior to admittance into the building
- Healthy Hygiene Practices
    - Staff and students are reminded to wash hands regularly
    - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
    - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
    - During Townhalls and Orientations, students invited to join cohorts in-person were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
    - Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Testing of Staff
    - Testing cadence for Staff and Students who come on campus is asymptomatic testing every 2 weeks until changed according to state guidance and direction of the Board
    - Oakland Charter High School, along with its 5 sister schools, have a signed MOU with HR Support Pros, Inc., which has a partnership with Avellino Labs in Menlo Park, to perform PCR-RT tests

- Triggers for Switching to Distance Learning
    - The switch to distance learning, and the temporary closure of a school will be based on recommendation for the local health department, but will be necessitated if within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school, at least 3 cases have occurred within 14 days AND more than 5% of the school's population is affected
- Communication Plans
    - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March, AMPS has sent out regular updates to staff, students, and parents.
    - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
    - Our goal with these communications is to share timely, accurate, and comprehensive
    - information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

R. Staff "Buddy" List:

When necessary, a "buddy" or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher's responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Command duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

S. Use of Facilities

Education Code section 32282(a)(2)(B)(ii) requires that safety plans establish "a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AMPS shall cooperate with the public agency in furnishing and maintaining the services as AMPS may deem necessary to meet the needs of the community.

Evacuation Maps:

John Henry High School Evacuation Area:
Marina Bay Yacht Club Parking Lot
1340 Marina Way S, Richmond, CA 94804

Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.

- Go to your designated area on the map and line up.
- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Allyson Schoolcraft
Deputy Incident Commander	Natalie Garcia
Location of Command Center	Marina Bay Yacht Parking Lot (Hall Ave)
Alternative Location on campus	2nd Open Space
Alternative Location off campus	Craneway Pavilion (Harbor Way South)
Emergency Operations Coordinator (Coordinates with Command Staff):	Raul Romo
Liaison to outside agencies:	Allyson Schoolcraft
Training	Allyson Schoolcraft
PIO (Public Information Officer)	Allyson Schoolcraft/ Natalie Garcia
Crisis Response Leader	Allyson Schoolcraft, Richmond Police Department
Plans Chief	Allyson Schoolcraft/ Natalie Garcia
Documentation	Allyson Schoolcraft, Hozmar Fierro
Messages	Milli Gonzalez, Omar Padilla, Manny Romero
Search/Rescue	Raul Romo, Hozmar Fierro
Procuring food & water	Claudia Padilla, Raul Romo
Staff/student supplies	Raul Romo, Hozmar Fierro
Medical Supplies	Millie Gonzalez, Claudia Padilla
Medical First Aid	Claudia Padilla, Manny Romero

Damage Assessment	Allyson Schoolcraft
Disaster Plan Updates	Allyson Schoolcraft
Crisis Team	Allyson Schoolcraft, Natalie Garcia
Parent Pick-up	Millie Gonzalez, Claudia Padilla, Manny Romero
Builders/Sanitations	Raul Romo, Hozmar Fierro
Finance Chief	Andrew Wang
Claims FEMA/State	Home office team

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

___1. Assume command
___2. Communicate a "signal" to the students and staff identifying the type of emergency
___3. Call 911
___4. Notify Assistant Principals, Campus Supervisors, Support Staff
___5. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
___6. Conduct initial briefing with the Command Staff
___7. Monitor local emergency radio stations for local news
___8. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
___9. Create an action plan with specific objectives including strategies to review and evaluate
___10. Make provisions for language translators
___11. Release teachers, as appropriate
___12. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
___13. Signal all-clear (Police Only will signal; if present)
___14. Begin “Student Release Procedures” when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
___15. Create an action plan with specific objectives for returning to normal operations
___16. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

___1. Report to, attend briefings, and assist the IC (Site Director)
___2. Keep unauthorized people away from the IC (Site Director)
___3. Responsible for “Plans” in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

___1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
___2. Report to IC (Site Director) and attend briefings
___3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
___4. Indicate the process for emergency declarations
___5. Develop status boards
___6. Maintain a “position” log of staff
___7. Monitor Command Staff for signs of stress or under-performance
___8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the organization (Fire, Police, County, etc.). Below is a checklist of responsibilities.

___1. Assist the Emergency Operations Coordinator and attend briefings
___2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
___3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

___1. Attend briefings with IC (Site Director)
___2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
___3. Monitor stress levels of personnel involved in the response
___4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
___5. Oversee “Logistics” for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

___1. Attend briefings with IC (Site Director)
___2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

___1. Attend briefings with IC (Site Director)
___2. Act as referral resource for students, staff and volunteers
___3. Obtain West Contra Costa School District's Crisis Response Manual for resources, materials, etc.
___4. Develop support systems as needed
___5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (CEO/Public Information Officer)

The Public Information Officer acts as the official spokesperson for AMPS in an emergency situation. A school site-based PIO should only be used if the media is on campus and the AMPS PIO is not available or forthcoming. Below is a checklist of responsibilities.

___1. Contact Board of Directors, Sr Director of Operations, Other Home Office, Directors
___2. Contact CEO to assign psychologists and counselors to the site and provide bilingual assistance if needed.
___3. Attend briefings with IC (Site Director)
___4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
___5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
___6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
___7. Ensure announcements and other information are translated into other languages as needed.
___8. Assist with rumor control
___9. Keep all documentation to support the history of the event
___10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.
___11. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

___1. Attend briefings with IC (Site Director)
___2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
___3. Message Team. Maintain a message board
___4. Communication Team. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.

___5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
___6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
___7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
___8. Web Page Update Team § Using the school's or AMPS' web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

___1. Attend briefings with IC (Site Director)
___2. Claims/Procurements /Community Helpers Team

- Track financial records, staff hours, purchasing, etc.
- Complete state and federal claim forms for IC (Site Director)
- Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
- Make prior arrangements with community helpers (i.e. retired doctors, etc.)
- Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

John Henry High School has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that JHHS's emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who

receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.
3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.

- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
- No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
- To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Directors, other governmental agencies, and the media during the period of the incident.
- Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
- Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The JHHS Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. JHHS employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, 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.

Strategies for addressing bullying at JHHS schools shall be developed with involvement of key

stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable AMPS and school plans.

As appropriate, the CEO, Site Director, or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, JHHS shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, JHHS shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

JHHS staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. An anti-bullying module created by the California Department of Education (“CDE”) will be made available annually to all certificated employees and other employees who regularly interact with students.

Based on an assessment of bullying incidents at school, the CEO, Site Director, or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director or CEO or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director or CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director, or Site Director’s designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant principal whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/JHHS policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Please refer to Board Policy 5800: Title IX Harassment, Intimidation, Discrimination, and Bullying Policy.

3. Campus Security:

John Henry High School is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. JHHS also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The CEO/Site Director or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

JHHS Administration believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site Director/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director/CEO or designee shall ensure that the AMPS campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

JHHS is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The Site Director/CEO or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Site Director/CEO or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

John Henry High School's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The JHHS program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director/CEO or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

5. Child Abuse Reporting:

At JHHS and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —"When in Doubt, Report it Out!" According to California Penal Code section 11165.7, a

mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reported 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, must 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. The number to call:

Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324.

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any JHHS/AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal

Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Contra Costa County Social Services Agency

1305 Macdonald Ave

Richmond, CA 94801

510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the CEO or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO or designee shall provide training on mandated reporting requirements to JHHS employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The AMPS Human Resources department CEO or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Site Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the CEO or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the CEO or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against an AMPS employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The Human Resource Manager/Site Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The Human Resource Manager also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person

who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department. (Penal Code 11166.5)

The CEO/Site Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 23-24.

6. Comprehensive School Safety Plan

JHHS and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. JHHS and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at JHHS shall develop a comprehensive school safety plan relevant to the needs and resources of JHHS. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting.

The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

<u>The Comprehensive School Safety Plan:</u>

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

<u>Tactical Response Plan:</u>

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by AMPS administrators in accordance with Education Code 32281.

In developing such strategies, AMPS administrators shall consult with law enforcement officials and Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of the local school employee organization
2. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
3. A representative of each teacher organization at the school
4. A representative of the school's student body government
5. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

2. Routine and emergency disaster procedures.

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

6. CMO policy related to possession of firearms and ammunition on school grounds

7. Measures to prevent or minimize the influence of gangs on campus

8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.

10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

c. Protocols to address the mental health care of students who have witnessed a violent act at any time,

including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.

11. Strategies for suicide prevention and intervention.

12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.

13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at John Henry High School believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director or designee shall ensure that JHHS develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or AMPS

6. Obscene acts or use of profane, vulgar, or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other staff, and at any other time directed by an

employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor JHHS shall be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039 Campus Search & Seizure Policy.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The Site Director or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

8. Discipline

JHHS and the AMPS Board of Directors is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. JHHS believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director/CEO or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at John Henry High School may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the AMPS' nondiscrimination policies.

The Site Director or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS' goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the AMPS' local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the AMPS' local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

5. Enrollment in a program for teaching prosocial behavior or anger management

6. A positive behavior support approach with tiered interventions that occur during the school day on campus

7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"

11. Community service as provided in the section below entitled "Community Service"

12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

13. Reassignment to an alternative educational environment

14. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at JHHS.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every John Henry High School student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior

- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- 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. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. John Henry High School's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult the John Henry High School Family Handbook 2021-2022 revised annually, with the most recent revision in June 2021.

9. Dress and Grooming

The Administration team at JHHS in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. JHHS expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians areto be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at John Henry High School have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been approved by the AMPS Board. More information regarding the JHHS Uniform Guidelines may be found in the John Henry High School Family Handbook 2020-2021. Please also refer to Board Policy 5044: Dress Code and Uniform Policy

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.

2. Clothing and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.

4. In accordance with the JHHS uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings,

which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

2. In the lab, burners should be extinguished, if possible, before taking cover.

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.

3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.

2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.

3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.

8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.

3. Teachers shall ascertain that no student remains in the building.

4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)

2. The Site Director or designee shall call 911.

3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of AMPS and community resources.

AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director. Upon receiving such a complaint, the Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AMPS Uniform and Complaint Policy.

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/CEO or designee, and/or law enforcement, as appropriate. As necessary, AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at JHHS desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS' academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition,

genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

This policy shall apply to all acts related to school activity or to school attendance occurring within an AMPS school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing AMPS' nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of AMPS' nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in AMPS' educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS schools or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize AMPS' nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS' web site and other prominent locations and providing easy access to them through AMPS-supported social media, when available.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS' nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of AMPS' nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the CEO to determine how best to accommodate or resolve concerns that may arise from AMPS implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, AMPS will address any individual student's interests and concerns in private.

4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular AMPS school speak a single primary language other than English, the AMPS policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding AMPS nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the CMO may use to provide a discrimination-free environment for all AMPS students, including transgender and gender nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of AMPS' responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing AMPS policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in AMPS policy is strongly encouraged to immediately contact the Site Directo/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Board Policy 5800: Title IX: Harassment, Intimidation, Discrimination, Bullying Policy

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director immediately.

2. Immediately notify the Site Director, who shall take appropriate action.

3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

a. Organizing or participating in unauthorized assemblies on school premises

b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises

c. Interfering with or unauthorized use of the AMPS' computer system

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption to school operations and refusing to disperse upon the direction of school personnel

4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

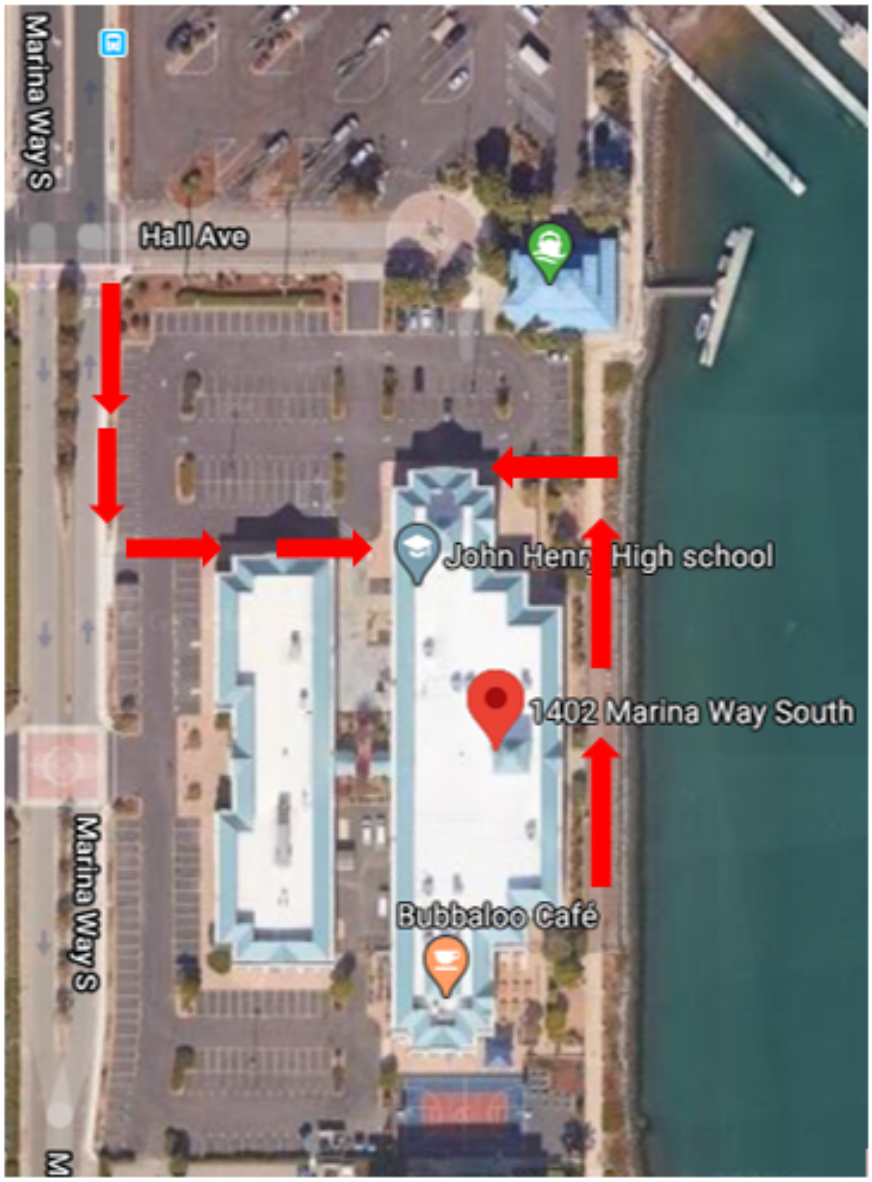
16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

The drop-off and pick-up zone will have cones to help direct traffic. A staff member is present to help students cross the street and direct traffic accordingly. Parents are not permitted to park in the drop-off and pick up zones for an extended period of time as this can cause traffic flow problems for the entire street. Staff supervising traffic control work to prevent parents from idling and move promptly through the dropoff and pickup zone.

Security personnel and the JHHS Administration team man and monitor crosswalks before and after school.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual

harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director. Once notified, the Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and the AMPS Uniform Complaint Procedures or Title IX policy, as appropriate. Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the CMO to monitor, address, and prevent repetitive harassing behavior in AMPS schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

Unless otherwise directed by the Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMPS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report

the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to:: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as 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.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of AMPS.

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately

2. Immediately notify the Site Director, who shall take appropriate action

3. Immediately notify the local law enforcement agency and the Site Director

When informing the Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Richmond Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

20. Mental Health and Substance Abuse

Mental Health

Mental health affects students' learning capabilities and success in school. Studies show that early intervention and treatment can significantly improve students' trajectories. The AMPS Board acknowledges that our schools are places where students are increasingly looking for this support.

JHHS will follow the research-based Cal-Well three component model (see references), to support students' mental health:

Improve School Climate for Schoolwide Prevention

JHHS will create a positive school climate that promotes healthy social-emotional development and well-being for ALL students by implementing the following:

- Increasing the use of PBIS: Teachers are required to use Kickboard as the system to track all positive and challenging behavior. The Dean of Students will check the Kickboard PBIS system every other week to ensure students are rewarded for their positive contributions to our campus and their classrooms. Students can use their Kickboard money to purchase items from our Wildcat Store, in addition to being invited to school events like special lunches, field trips, and free dress days.
- Restorative Fridays: For students who have received negative Kickboard points not tied to tardies, Restorative Fridays is a space for students to reflect on their behaviors with a counselor, explore other options for the future, and set a plan with the counselor to restore the relationship or space that was violated with their actions. Parents could be called in to support student through the process of restorative justice.
- WIldcat Weekends: Once a month, the school is open on Saturday from 8am-12pm to invite students who are falling behind on their grades or needing more time to restore relationships and spaces violated. Teachers, counselors, and administrators will be available to help support and facilitate learning and restorative practices. Food and raffle prizes will be included to incentivize students to come.
- Use of Professional Development to increase awareness and tools for teachers: Teachers and staff will undergo training in Trauma Informed Practices and Youth Mental Health First Aid to give adults on campus the knowledge and tools to support students and to emphasize ways in which school can be a safe and calm environment for all students.
- Advisory Program for all grades: Through the use of our advisory period at school, students will partake in mental health lesson plans, will listen to guest speakers, and will complete projects to bring awareness on the issue of mental health and its repercussions. The goal of using this period is so the whole school can develop a common lexicon and empathy around mental health, the issues surrounding mental health in their age group, forums and spaces to discuss these issues, and tools and resources to use to address these issues.
- Suicide Prevention Policy: See AMPS Suicide Prevention Policy
- Challenge Day: JHHS will participate in Challenge Day, a one-day program that helps students build empathy and compassion for each other and people in their communities through various activities that promote connection and vulnerability. The goal is for all grade levels to experience this workshop at least once in their time at JHHS.
- Parent University: Parents will be invited once a month to attend a 1.5 hour workshop and class that covers topics related to their children's emotional well being and health including but not limited to: anxiety and depression, substance abuse (drinking and vaping), building positive relationships with their children, healthy eating, and bullying.

Increase Access to School-Based Behavioral Health Services

JHHS will take a targeted approach for students who do not respond to whole school interventions systems by implementing the following:

- Weekly SAP (Student Assistance Plan) meetings: Administrators and counselors meet once a week to review any Request for Assistance (RFA) referrals sent by teachers and staff to develop a plan for these students of concern. Support plans for students may include check ins with our school counselor, an SST (Student Success Team) which includes teachers, parents, and student, group counseling, or a referral to an outside community resource.
- Group counseling: With the addition of another wellness counselor, JHHS will provide small group counseling targeted to students' specific needs–substance abuse, anxiety, depression, and anger management.

Enhance Community Collaborations to Serve Students in Need

- Working with the community: JHHS will use the community resources in Richmond to offer students outside resources for mental health services. Community partnerships may include Familias Unidas and the RYSE Center along with other nonprofits in the area that fit the student and family needs. Counselors on campus will revisit new community partnerships every semester to ensure we are up to date with what the community can offer.

Substance Abuse

A rise in substance abuse is correlated with a rise in mental health issues among our students. We acknowledge our school has to not only teach students the effects of using substances to address mental health but institute a system of consequences by which they can be held accountable for using drugs and alcohol on campus.

JHHS will abide by the following progression of consequences that includes various points for restorative justice:

- If it is a student's first time using substances on campus, and not notably intoxicated, the consequences are the following
    1) Notify parent
    2) Completion of online drug class with certificate required
    3) 2 sessions of counseling with school counselor
    4) Attend Restorative Friday w/ written reflection

- If notably intoxicated and it is a first time,
    1) Notify parent
    2) Send home
    3) Completion of online drug class with certificate required
    4) 4 sessions of counseling with school counselor
    5) Attend Restorative Friday w/ written reflection

- If second time,
    1) Notify parent and schedule a parent/admin meeting
    2) In-house suspension
    3) Completion of online drug class with certificate required
    4) Parent and student counseling with school or outside source

- If above interventions don't work:
    1) Suspension
    2) Parent and student mandated reentry meeting with admin
    3) Outside counseling required for both parent and student

In addition, JHHS will be reporting an update at quarterly FST meetings and will use Parent Square messaging on this topic when needed.

21. Students Outside of Class During Class Hours

To ensure student safety during school hours, students are required to be in their assigned classrooms during class periods. The following is in place to guarantee student safety:

- Students who need to use the restroom during class must ask for permission, fill out the classroom entrance and exit log with their exit time, take a pass with them, and upon return, student is to log their time back in to the classroom entrance and exit log.
- Teachers will note if any students take longer than what is deemed appropropriate for a bathroom break by calling the front desk and having a staff or administrator check on the student.
- Teachers also call the front desk for assistance if a student is "visiting" their classroom as we do not allow students to roam hallways or visit classrooms that they do not belong to.
- If a teacher takes students outdoors, the teacher notifies the front desk and takes a walkie to communicate in case of an emergency or if the front desk needs to locate a student for early dismissal.
- Administrators and staff will do a consistent hallway and bathroom check during the day to deter any student from using the bathroom or any other space on campus for reasons like using substances, using their phones, defacing property, or other inappropriate and unsafe activity.

References

A. John Henry High School Student and Family Handbook

A copy of the John Henry High School Student & Family Handbook is located in the school office, 1402 Marina Way South, Richmond CA 94804

B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 1450 Marina Way South, Richmond, CA 94804

C. Amethod Public Schools Board Policies referenced:

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy

Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

Board Policy 5039 Campus Search & Seizure Policy

Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

D. Department of Homeland Security Bomb Threat and Checklist is printed and posted in the front office.

E. Three Component Model to Support Students' Mental Health: A Guide for California Schools https://healthpolicy.ucsf.edu/sites/g/files/tkssra756/f/wysiwyg/PDF/IHPS/Three-Component%20Model%20100918.pdf"

F. AMPS Suicide Prevention Policy

Coversheet

Approval of Lightweks Contract for Hybrid Classroom Setup at Downtown Charter Academy

Section: IV. Business II
Item: C. Approval of Lightweks Contract for Hybrid Classroom Setup at Downtown Charter Academy
Purpose: Vote
Submitted by:
Related Material:
Hybrid Classroom Setup Briefing Sheet.pdf
Amethod Schools - Downtown Charter Academy Oakland - Hybrid Classrooms - 12062021.pdf

AMPS

HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 01/19/2022

Subject:	Approval of Lightweks Contract for Hybrid Classroom Setup at Downtown Charter Academy
Action: ■ Information: ☐ Committee: ☐ ☐	Approve Lightwerks contract for hybrid classroom setup at Downtown Charter Academy. The project is contingent upon availability of ESSER funding and compliance with CDE distance learning guidelines. The overall project is underway after supply chain related equipment delivery delays. The RCA classrooms were completed in October.

RECOMMENDATIONS:	Recommend Approval
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	In May 2021, use of ESSER funding was approved for hybrid classroom setup. In June 2021 a budget increase for the project was approved.
SUMMARY OF KEYS ISSUES:	Hybrid classrooms are a COVID-19 mitigation effort that accommodate the distance learning modalities needed to minimize the homework gap and ensure continued student learning.
FISCAL ANALYSIS:	Contingent upon available ESSER funding
ATTACHMENT (S):	Hybrid Classroom Project Construction Contract (Lightwerks), and estimated electrical costs.

Revised 2/12

PROPOSAL

Amethod Schools
2000 Dennison St
Oakland, CA 94606

Revision: 4
Modified: 12/6/2021

DOWNTOWN CHARTER ACADEMY

Presented By:

LightWerks Communication Systems Inc.

205 E Alma Ave
Unit O12 - Office
San Jose, CA 95112
408-545-0555
www.LightWerks.com

LIGHTWERKS
COMMUNICATION PERFECTED

SCOPE OF WORK

Dual Projector Rooms: Standard
- Install (1) NEC ultra short throw wall mounted projector as the primary projector facing the front wall. Install (1) NEC ultra short throw wall mounted projector as the secondary facing the side or back wall. The front screen will show content being shared in room and back wall will show remote students. This layout can be changed easily in the zoom user interface.
- Install all hardware in a wall mounted low profile audio visual rack. The rack location will vary by room.
- Install a Zoom Room system consisting of a PC and Crestron 10" touch panel.
- Install HDMI input connection near the teachers desk.
- Install a USB extender kit to bring the Epson doc camera to the zoom PC.
- Install and program Crestron control processor for room controls.
- Install a 8 port Netgear switch for all control system communication and network connectivity.
- Install a Nureva HDL-300 room microphone + speaker.
- Install a Aver USB tracking camera ceiling mounted for a view of the front teaching wall.
- Install a Logitech web cam on the front wall above the Nureva facing the in class students. A 30' active USB cable will be used and is owner provided.
- Install 12ft HDMI cable for laptop sharing.

Room 138:
Single projector version of the standard room.

Room 204:
The side wall doesn't look like a great candidate to put a projector. We would recommend only the front wall in this room.

Room 214:
This room does not appear to be a great space to add the Zoom system. If you would like to we would recommend only a projection system on the front wall.

Cafe:
This room does not fit the standard design. We need to discuss this space further so we removed it from the base campus proposal.

NOTES:
- Any wall that doesn't have a surface to project on will have a surface to project on prior to LightWerks installed. Client provided.
- Network device IP configuration completed by Amethod IT.
- Power for the AV rack and projectors completed by others.
- (2) data ports needed in the AV rack which will feed into our 8 port switch.
- Zoom resource configuration will be done by Amethod in conjunction with LightWerks installation team.
- Hardware lead times are expected to be 14+ week upon award.

PROPOSAL SUMMARY

Location	Installed Price
Classroom 9 - 114	$15,275.50
Classroom - 123	$15,275.50
Classroom - 125A	$15,275.50
Classroom - 126A	$15,275.50
Classroom - 127A	$15,275.50
Classroom - 128	$15,275.50
Classroom - 129A	$15,275.50
Classroom - 132	$15,275.50
Classroom - 132A	$15,275.50
Classroom - 133	$15,275.50
Classroom - 135	$15,275.50

Location	Installed Price
Classroom - 138	$13,380.50
Classroom - 139	$15,275.50
Classroom - 204	$15,275.50
Classroom - 205	$15,275.50
Classroom - 214	$15,275.50
Classroom - 216	$15,275.50
Classroom - 225	$15,275.50
Classroom - 226	$15,275.50
Classroom - 230	$15,275.50
Classroom - 233	$15,275.50
Classroom 22 - TBD	$15,275.50
Classroom 23 - TBD	$15,275.50
Classroom 24 - TBD	$15,275.50
Classroom 25 - TBD	$15,275.50
Professional Services	$204,440.00
Shipping	$14,000.00
Project Subtotal:	**$598,432.50**

Total Installation Price:	$598,432.50
Sales Tax:	$35,140.06

Grand Total:	**$633,572.56**

Classroom 9 - 114

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom 9 - 114 Total	**$15,275.50**

* Price Includes Accessories

Classroom - 123

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 123 Total	**$15,275.50**

* Price Includes Accessories

Classroom - 125A

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 125A Total	**$15,275.50**

* Price Includes Accessories

Classroom - 126A

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 126A Total		**$15,275.50**

* Price Includes Accessories

Classroom - 127A

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 127A Total	**$15,275.50**

* Price Includes Accessories

Classroom - 128

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 128 Total		**$15,275.50**

* Price Includes Accessories

Classroom - 129A

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 129A Total	**$15,275.50**

* Price Includes Accessories

Classroom - 132

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 132 Total		**$15,275.50**

* Price Includes Accessories

Classroom - 132A

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 132A Total	**$15,275.50**

* Price Includes Accessories

Classroom - 133

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 133 Total	**$15,275.50**

* Price Includes Accessories

Classroom - 135

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 135 Total		**$15,275.50**

* Price Includes Accessories

Classroom - 138

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
1	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$1,895.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 138 Total	**$13,380.50**

* Price Includes Accessories

Classroom - 139

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 139 Total		**$15,275.50**

* Price Includes Accessories

Classroom - 204

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 204 Total	**$15,275.50**

* Price Includes Accessories

Classroom - 205

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 205 Total	**$15,275.50**

* Price Includes Accessories

Classroom - 214

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 214 Total		**$15,275.50**

* Price Includes Accessories

Classroom - 216

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 216 Total		**$15,275.50**

* Price Includes Accessories

Classroom - 225

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 225 Total		**$15,275.50**

* Price Includes Accessories

Classroom - 226

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 226 Total	**$15,275.50**

* Price Includes Accessories

Classroom - 230

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom - 230 Total	**$15,275.50**

* Price Includes Accessories

Classroom - 233

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom - 233 Total		**$15,275.50**

* Price Includes Accessories

Classroom 22 - TBD

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom 22 - TBD Total		**$15,275.50**

* Price Includes Accessories

Classroom 23 - TBD

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom 23 - TBD Total		**$15,275.50**

* Price Includes Accessories

Classroom 24 - TBD

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00
Classroom 24 - TBD Total		**$15,275.50**

* Price Includes Accessories

Classroom 25 - TBD

1	**ANKER 7 PORT USB HUB** Aluminum 7-Port USB 3.0 Hub	$50.00
1	**AVER 064AUSBCC5** USB 3.1 A to A cable (10m) **	$210.53
1	**AVER DL30** Distance Learning Auto Tracking PTZ Camera	$937.50
1	**AVER PTMLTCM02** Mount for DL30 Camera	$105.87
1	**C2G 39011** 32ft Plenum USB Active Extension Cable	$84.99
1	**CRESTRON CBL-HD-12** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 12 ft (3.6 m)	$70.00
5	**CRESTRON CBL-HD-3** Crestron® Certified HDMI® Interface Cable, 18 Gbps, 3 ft (0.91 m)	$142.85
2	**CRESTRON HD-RX-101-C-E** DM Lite – HDMI® over CATx Receiver, Surface Mount	$550.00
2	**CRESTRON HD-TX-101-C-E** DM Lite® Transmitter for HDMI® Signal Extension over CATx Cable	$550.00
1	**CRESTRON RMC4** 4-Series™ Control System	$700.00
1	**CRESTRON UC-C100-Z-WM** Crestron Flex Video Conference System Integrator Kit with a Wall Mounted Control Interface for Zoom Rooms Software 1 LIGHTWERKS E-WASTE - 4-15 Inches CALIFORNIA E-WASTE CHARGE For items including displays that are 4" to 15" diagonal	$2,604.00 *
1	**CRESTRON USB-EXT-2-LOCAL** USB over Category Cable Extender, Local	$337.50
1	**CRESTRON USB-EXT-2-REMOTE-1G-W** USB over Category Cable Extender Wall Plate, Remote, White	$337.50
1	**EXTRON 26-663-12** 4K Premium High Speed HDMI Ultra-Flexible Cable - 12' (3.6 m)	$58.75

* Price Includes Accessories

1	**EXTRON 26-712-01** DisplayPort Male to HDMI Female Active Adapter	$67.14
1	**ICE CABLE EZ Cat 5e/6 Shielded** ezEX Cat 6A Shielded Connectors, Clear, Jar, 50 pc	$155.71
1	**LIGHTWERKS INSTALLMATS** INSTALLMATS	$300.00
400	**LIGHTWERKS P-CAT6** PLENUM-RATED CATEGORY 6 CABLE	$172.72
1	**LOGITECH 960-000971** Designed for business, a 1080p webcam with wide field of view and digital zoom	$120.00
1	**MIDDLE ATLANTIC PD-715SC-NS** SLIM PWR STRIP7 OUTLET	$130.00
1	**MIDDLE ATLANTIC VWM-SD-6-36K-BW** 6space Vertical, Solid door, Bw	$600.00
3	**MONOPRICE 52961** NEMA 5-15P to IEC 60320 C13, 14AWG, 15A, 3-Prong, Black, 3ft	$10.44
1	**NETGEAR GS108PEv3** 8-Port Gigabit Ethernet	$80.00
1	**NUREVA HDL300-W** AUDIO CONFERENCING SYSTEM Soundbar in White	$2,975.00
1	**OFE DOCUMENT CAMERA** [OFE] - EPSON DOCUMENT CAMERA	$0.00
2	**Sharp NEC NP-UM383WL-WK** 3, 800 Lumen, WXGA, LCD, HLD LED Ultra Short Throw Projector w/ Wall Mount	$3,790.00
1	**STARTECH USB3SAB5M** StarTech.com 5m 15 ft Active USB 3.0 USB-A to USB-B Cable - M/M - USB A to B Cable - USB 3.1 Gen 1 (5 Gbps)	$135.00

Classroom 25 - TBD Total	**$15,275.50**

* Price Includes Accessories

Professional Services

1	**LIGHTWERKS ENGINEERING** SYSTEM DESIGN/ENGINEERING HOURS	$8,000.00
1	**LIGHTWERKS INSTALLATION** INSTALLATION SERVICES HOURS	$162,000.00
1	**LIGHTWERKS PROGRAMMING** PROGRAMMING SERVICES HOURS	$7,200.00
1	**LIGHTWERKS PROJECT COORDINATION** PROJECT COORDINATION SERVICES HOURS Scheduling, Inventory Tracking, Documentation, Etc.	$3,520.00
1	**LIGHTWERKS PROJECT MANAGEMENT** PROJECT MANAGEMENT SERVICES HOURS	$12,800.00
1	**LIGHTWERKS TESTING & COMMISSIONING** SYSTEM COMMISSIONING SERVICES	$9,000.00
1	**LIGHTWERKS TRAIN/PD-CUST** TRAINING/PD SERVICES - CUSTOM	$1,920.00

Professional Services Total **$204,440.00**

Shipping

1	**LIGHTWERKS SHIPPING** SHIPPING /HANDLING CHARGE	$14,000.00

Shipping Total **$14,000.00**

Project Subtotal: **$598,432.50**

* Price Includes Accessories

PROJECT SUMMARY

Total Installation Price:	$598,432.50
Sales Tax:	$35,140.06
Grand Total:	**$633,572.56**

Client: **Dennis Clark** **Date**

Contractor: **LightWerks Communication Systems Inc.**
CA #830835, OR #216374 **Date**

Payment Schedule and Proposal Acceptance*

Amethod Schools

2000 Dennison St
Oakland, CA 94606

Amethod Schools - Downtown Charter Academy Oakland - Hybrid Classrooms

Project #:	P-921370
Revision:	4
Modified:	12/6/2021

Presented By: Dan Kaplan - SFO

Terms/Payment Schedule	Amount
UPON CREDIT APPROVAL:	$0.00
50% Initial Deposit - Due on Receipt of Invoice	$316,786.28
40% On Commencement of Onsite Work - Net 15	$253,429.02
Remaining Payment - Upon Substantial Completion/Beneficial Use of System - Net 15	$63,357.26

Client or Authorized Representative:

The pricing and terms on this proposal are only good within 15 days of the "modified date" above.

Please note, if you choose to acquire the project described in this proposal on a "Monthly Payment" basis, you will be asked to execute a separate financing agreement to finalize this acceptance.

Upon receipt of a Purchase Order and initial deposit (or execution of the financing agreement), LightWerks agrees to furnish the equipment and materials listed and perform the work in a workmanlike, professional, and expeditious manner.

Your signature below acknowledges you have read and agree to this proposal (including all attached exhibits AND the terms and conditions found at https://lightwerks.com/installation-terms-and-conditions/ (unless specifically specified to the contrary elsewhere).

Client: Dennis Clark

Date:

Coversheet

Approval of AMPS Audit for the Fiscal Year Ended June 30, 2021

Section:	IV. Business II
Item:	D. Approval of AMPS Audit for the Fiscal Year Ended June 30, 2021
Purpose:	Vote
Submitted by:	
Related Material:	BOD FY21 Audit Recap.pptx Briefing Sheet 1.19.22 - FY21 Audit Approval.docx.pdf Amethod Public Schools - 06.30.21 Updated (1).pdf

Headlines

- Per CA Education Code, audits are due by December 15 for the fiscal year ending the previous June 30
  - However, that deadline for the year ended June 30, 2021 was extended to January 31, 2022 due to COVID
- Per our contract with EdTec, they assisted with all financial matters up through the end of the FY20-21 year, and they played a key role in this audit

AMPS
HONOR HARD WORK

Recap

Revenue	$31.5m total revenue (up 7% from prior year)
Expenses	$30.1m total expenses (up 2% from prior year) ● 80.0% of expenses were spent on Program Services ● This is down slightly from 80.5% in prior year
Net Income	$1.4m (as compared to a loss of $200k in prior year)
Fund Balance	$6.3m (or 21% of expenses, up from 17% of expenses in prior year)
Conclusion	No findings, material weaknesses, or significant deficiencies were identified

Note that as of 1/18/22, our auditors are still awaiting a review from the State Controller's office regarding the calculations of Instructional Minutes as shown on pages 20-21 of the Audited Financial Statements; those pages may change, but the remainder of the audit will remain unchanged

AMPS

HONOR HARD WORK

AMPS

HONOR HARD WORK

Amethod Public Schools
Board Item Overview

Date: 1/19/22

Subject:	**Item IV.D** Approval of AMPS Audit for the Fiscal Year Ended June 30, 2021
Action: ■	
Information: ☐	
Committee: ☐	

Recommendations:	Approval
Summary of previous board discussion and action:	None
Summary of keys issues:	The deadline for audit completion, which normally would have been 12/15/21 for the fiscal year ended 6/30/21, was extended until 1/31/22 due to COVID.
Fiscal analysis:	None
Attachment (s):	BOD FY21 Audit Recap Amethod Public Schools – 06.30.21 Updated

Revised 2/12

bakertilly

Amethod Public Schools

Charter Schools:
Oakland Charter Academy #0014
Oakland Charter High School #0883
Richmond Charter Academy #1441
Benito Juarez Elementary #1660
Downtown Charter Academy #1661
John Henry High School #1741

Financial Statements

June 30, 2021

DRAFT

INDEX TO THE FINANCIAL STATEMENTS

Independent Auditors' Report 2

Financial Statements
- Statement of Financial Position 4
- Statement of Activities 5
- Statement of Functional Expenses 6
- Statement of Cash Flows 7
- Notes to Financial Statements 8

Supplementary Information
- Organization 17
- Schedule of Average Daily Attendance 18
- Schedule of Instructional Time 20
- Schedule of Expenditures of Federal Awards 22
  - Reconciliation of Charter School Unaudited Actuals Financial Report -- Alternative Form With Audited Financial Statements 24
- Combining Schedule of Financial Position 27
- Combining Schedule of Activities 28
- Combining Schedule of Cash Flows 29

Other Independent Auditors' Reports
- Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* 30
- Independent Auditors' Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by The OMB Uniform Guidance 32
- Independent Auditors' Report on State Compliance 34

Findings and Recommendations Section
- Schedule of Findings and Questioned Costs 36
- Summary Schedule of Prior Findings 38

Baker Tilly US, LLP
3655 Nobel Dr; Ste 300
San Diego, CA 92122
United States of America

T: +1 (858) 597 4100
F: +1 (858) 597 4111

bakertilly.com

INDEPENDENT AUDITOR'S REPORT

Board of Directors

,

Report on the Financial Statements

We have audited the accompanying financial statements of Amethod Public Schools (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the fiscal year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Baker Tilly US, LLP, trading as Baker Tilly, is a member of the global network of Baker Tilly International Ltd., the members of which are separate and independent legal entities. © 2020 Baker Tilly US, LLP

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Amethod Public Schools as of June 30, 2021, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information as listed in the index to the financial statements is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January xx, 2021, on our consideration of Amethod Public Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Amethod Public Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Amethod Public Schools' internal control over financial reporting and compliance.

BAKER TILLY US, LLP

San Diego, California
January xx, 2021

AMETHOD PUBLIC SCHOOLS
STATEMENT OF FINANCIAL POSITION
June 30, 2021

ASSETS		
Current assets:		
Cash	$	3,151,607
Accounts receivable		9,254,538
Prepaid expenses and other current assets		673,129
Total current assets		13,079,274
Fixed assets, net		9,540,729
Deposits		120,000
TOTAL ASSETS	$	22,740,003
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	$	815,079
Accrued expenses		2,201,825
Deferred rent		4,545,920
Deferred revenue		550,132
Notes payable, current portion		8,223,668
Total current liabilities		16,336,624
Notes payable, net of current portion		54,120
Total liabilities		16,390,744
Net assets:		
Net assets without donor restrictions - undesignated		6,349,259
Total net assets		6,349,259
TOTAL LIABILITIES AND NET ASSETS	$	22,740,003

AMETHOD PUBLIC SCHOOLS
STATEMENT OF ACTIVITIES
For the fiscal year ended June 30, 2021

	Net Assets Without Donor Restrictions
REVENUES	
Revenue limit sources:	
State aid	$ 14,071,444
Education protection account	2,852,864
In-lieu of property taxes	4,965,042
Federal revenues	3,897,158
State revenues	4,906,623
Local revenues	835,041
Total revenues	31,528,172
EXPENSES	
Program services:	
Education	24,086,818
Support services:	
Management and general	6,012,223
Total expenses	30,099,041
CHANGE IN NET ASSETS	1,429,131
NET ASSETS, BEGINNING	4,920,128
NET ASSETS, ENDING	$ 6,349,259

AMETHOD PUBLIC SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
For the fiscal year ended June 30, 2021

	Program Services	Support Services	
	Education	Management and General	Total
Certificated salaries	$ 7,087,550	$ 560,986	$ 7,648,536
Classified salaries	4,295,266	673,294	4,968,560
Employee benefits	2,195,096	209,479	2,404,575
Books and supplies	1,502,775	298,562	1,801,337
Travel and conferences	3,677	-	3,677
Dues and memberships	23,523	-	23,523
Operation and housekeeping services	820,572	69,886	890,458
Rental, leases, repairs and non-capitalized improvements	3,915,044	1,601,922	5,516,966
Professional/consulting services and operating expenditures	3,503,349	2,073,366	5,576,715
Communications	88,522	88,688	177,210
Depreciation	651,444	217,148	868,592
Direct support/indirect cost charges	-	218,892	218,892
Total expenses	$ 24,086,818	$ 6,012,223	$ 30,099,041

AMETHOD PUBLIC SCHOOLS
STATEMENT OF CASH FLOWS
For the Fiscal Year Ended June 30, 2021

CASH FLOWS FROM OPERATING ACTIVITIES:	
Change in net assets	$ 1,429,131
Adjustments to reconcile change in net assets	
to net cash flows provided by operating activities:	
Depreciation	868,592
Adjustments to change in net assets	
(Increase) decrease in operating assets:	
Accounts receivable	(3,806,872)
Prepaid expenses and other current assets	(206,651)
Deposits	283,834
Increase in operating liabilities:	
Accounts payable	7,070
Accrued expenses	1,147,316
Deferred revenue	550,132
Deferred rent	430,653
Net cash flows provided by operating activities	703,205
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of fixed assets	(1,760,807)
Net cash flows used in investing activities	(1,760,807)
CASH FLOWS FROM FINANCING ACTIVITIES:	
Proceeds from notes payable	5,400,400
Payment on notes payable	(5,303,911)
Net cash flows provided by financing activities	96,489
NET DECREASE IN CASH	(961,113)
CASH, BEGINNING	4,112,720
CASH, ENDING	$ 3,151,607
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION	
Cash paid for interest	$ 217,215

AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2021

1. ORGANIZATION AND MISSION

Amethod Public Schools (the "Organization") is a non-profit public benefit corporation. The Organization was incorporated on November 11, 2010, and was designed to promote the academic advancement of disenfranchised middle school and high school aged youth from East Oakland, California. Formerly known as Oakland Charter Academy, Inc., the Organization first opened in 1993.

The Organization currently operates six charter schools: Oakland Charter Academy ("OCA"), Oakland Charter High School ("OCHS"), Richmond Charter Academy ("RCA"), Downtown Charter Academy ("DCA"), Richmond Charter Elementary – Benito Juarez Elementary ("BJE") and John Henry High School ("JHHS").

Oakland Charter Academy was petitioned and approved through the Oakland Unified School District, and serves grades 6 through 8. OCA commenced operations in 1993 and was granted a charter renewal that expires on June 30, 2025.

Oakland Charter High School was petitioned and approved through the Oakland Unified School District, and commenced operations in 2007 and was granted a charter renewal that expires on June 30, 2024.

Richmond Charter Academy was petitioned and approved through the West Contra Costa Unified School District and began operations in the 2013. RCA serves grades 6 through 8 and was granted a renewal that expires on June 30, 2024.

Downtown Charter Academy was petitioned and approved through the Oakland Unified School District and began operations in 2014. DCA serves grades 6 through 8 and was granted a charter that expires on June 30, 2025.

Richmond Charter Elementary – Benito Juarez Elementary was petitioned and approved through the West Contra Costa Unified School District and began operations in 2014. BJE serves grades Kindergarten through grade 5 and was granted a charter that expires on June 30, 2024.

John Henry High School was petitioned and approved through the West Contra Costa Unified School District and began operations in 2015. The previous charter expired on June 30, 2021. In July of 2020, JHHS was granted a charter that expires on June 30, 2025 and became authorized by the State Board of Education. JHHS currently serves grades 9 through grade 12.

The Organization's home office is operated to provide support services to the each of the charter schools.

The mission of the Organization is to provide a fundamental and rigorous college preparatory education to any student that chooses one of its schools.

It is the Organization's belief that successful life in modern society can be achieved through college education, especially for historically disenfranchised populations. All graduates of the Organization will have gone through a challenging academic and character development program that will ready graduates to enter and succeed in college, and provide options for future endeavors.

AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

In accordance with Financial Accounting Standards Board ("FASB") Accounting Standards Update ("ASU") 2016-14, Not-for-Profit entities ("Topic 958"), *Presentation of Financial Statements of Not-for-Profit Entities*, the Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

Net assets without donor restrictions

Net asset available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board has designated none of these net assets for operating reserves and future program development.

Net assets with donor restrictions

Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. As of June 30, 2021, the Organization did not have any net assets with donor restrictions.

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America ("GAAP") as applicable to not-for-profit organizations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Income Taxes

The Organization is exempt from income taxes under Internal Revenue Code Section 501(c)(3). It is, however, subject to income taxes from activities unrelated to its tax-exempt purpose. The Organization uses the same accounting methods for tax and financial reporting.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Income Taxes (continued)

GAAP provides accounting and disclosure guidance about positions taken by an entity in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken in its federal and state exempt organization tax returns are more likely than not to be sustained upon examination. The Organization's returns are subject to examination by federal and state taxing authorities, generally for three years and four years, respectively, after they are filed.

Functional Allocation of Expenses

The costs of providing the program services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program services based on employees' time incurred and management's estimates of the usage of resources.

Fixed Assets

Fixed assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets, sold or retired, and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing $5,000 or more; all other assets are charged to expense in the year incurred.

Revenue Sources and Recognition

The Organization primarily receives funds from the California Department of Education ("CDE"). Revenue limit sources and state revenues received from the CDE are determined based on the Organization's average daily attendance ("ADA") of students and recognized in the period the ADA occurs.

Contributions and Grants

The Organization receives federal, state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

The Organization recognizes federal revenue to the extent that eligible expenditures have been incurred.

Powered by BoardOnTrack

AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2021

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue Sources and Recognition (continued)

Revenue from contributions and grant income is evaluated under ASU 2018-08 and is accounted for as nonreciprocal transactions. Unconditional contributions and grants received are recorded as net assets with donor restrictions or net assets without donor restrictions depending on the existence and nature of any donor restrictions. Support that is not restricted by the donor is reported as an increase in net assets without restrictions. All other donor restricted support is reported as an increase in net assets with donor restrictions. When a restriction expires (that is when a stipulated time restrictions ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions.

Deferred Revenue

Deferred revenue represents grant funds received, but not expended. These funds must be expended in accordance with the provisions of the contract to which they apply or refunded if not expended under the terms of the contract. As of June 30, 2021 the Organization had $550,132 in deferred revenue which related to the In-Person Instruction and Expanded Learning Opportunities Grant in the amount of $483,688 and Secondary School Emergency Relief (ESSER) Grant in the amount of $66,444, respectively.

New Accounting Pronouncements

In February 2016, the FASB issued ASU 2016-02, *Leases* ("Topic 842"). Topic 842 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the present value of payments to be made to lessor, on its statement of financial position for all leases greater than 12 months. In June 2020, the FASB issued ASU 2020-05, which deferred the effective date of this guidance by one year until fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. Although the full impact of this new guidance on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (See Note 9).

3. CASH

Cash at June 30, 2021, consisted of the following:

Cash in banks	$	3,151,607
Total cash	$	3,151,607

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation ("FDIC"). The maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The has not experienced any losses in such accounts. At June 30, 2021, the had $3,002,117 of uninsured funds.

AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2021

4. LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The Organization manages its cash available to meet general expenditures following three guiding principles:

- Operating with a prudent range of financial soundness and stability,
- Maintaining adequate liquid assets
- Maintaining sufficient reserves to provide reasonable assurance that long term grant commitments and obligations under endowments with donor restrictions and quasi-endowments that support mission fulfillment with continue to be met, ensuring the sustainability of the Organization.

The Organization's financial assets available within one year of the Statement of Financial Position date for general expenditures are as follows:

Cash	$ 3,151,607
Accounts receivable	9,254,538
Total financial assets available within one year	$ 12,406,145

5. ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2021, consisted of the following:

Revenue limit sources:	
State aid	$ 4,457,055
In-lieu of property taxes	580,779
Federal revenues	595,726
State revenues	2,983,184
Local revenues	637,794
Total accounts receivable	$ 9,254,538

6. FIXED ASSETS, NET

Fixed assets, net at June 30, 2021, consisted of the following:

Leasehold improvements	$ 11,092,415
Construction in progress	1,785,546
Equipment	307,015
Buildings	1,961,079
Less: accumulated depreciation	(5,605,326)
Total fixed assets, net	$ 9,540,729

During the fiscal year ended June 30, 2021, a total of $868,592 was charged to depreciation expense.

7. NOTES PAYABLE

Capital Impact Partners

On June 22, 2016, the Organization entered into a loan agreement with Capital Impact Partners in the principal amount of $3,000,000, with interest at 6.00% per annum. The principal is due July 1, 2026, along with any accrued unpaid interest. The loan was fully paid as of June 30, 2021.

Amalgamated Bank Loans

On December 18, 2017, the Organization entered into loan agreements with Amalgamated Bank in the principal amount of $3,800,000, with interest at 5.25% per annum. The loans mature December 18, 2032, along with any accrued unpaid interest. The loans were fully paid as of June 30, 2021.

Notes Payable – Charter School Capital

In April 2021, the Organization entered into an accounts receivable financing agreement with Charter School Capital Inc, in the principal amount of $5,400,400, with interest of approximately 2.5% per annum. Unpaid balance at June 30, 2021, was $5,400,400 which will be paid off in fiscal year 2022.

PPP Loan (Home Office)

On May 7, 2020, the Organization applied and was approved for a Paycheck Protection Program loan ("PPP loan") under the Coronavirus Aid, Relief, and Economic Security Acts ("CARES Act") in the amount of $2,778,325. The PPP loan is scheduled to mature on May 7, 2022, has a 1.00% per annum interest rate, and is subject to the terms and conditions applicable to loans administered by the SBA under the CARES Act, as amended by the PPP Flexibility Act. Monthly principal and interest payments, less the amount of any potential forgiveness (as discussed below), was anticipated to commence in August 2021. The Organization did not provide any collateral or guarantees for the PPP loan, nor did the Organization pay any facility charge to obtain the PPP loan.

Under the requirements of the CARES Act, as amended by the PPP Flexibility Act, proceeds may only be used for certain eligible costs. The loan may be fully forgiven if (i) proceeds are used to pay eligible payroll costs, rent, mortgage interest and utilities and (ii) full-time employee headcount and salaries are either maintained during the 24-week or 8-week period following disbursement. If not so maintained or restored, forgiveness of the loan will be reduced in accordance with the regulations to be issued by the SBA. Any forgiveness of the loan will be subject to approval by the SBA and will require the Company to apply for forgiveness.

Powered by BoardOnTrack

AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS
June 30, 2021

7. NOTES PAYABLE (continued)

While the Organization intends to apply for forgiveness of the PPP loan in accordance with the requirements and limitations under the CARES Act, as amended by the PPP Flexibility Act, and the SBA regulations and requirements, no assurance can be given that any portion of the PPP loan will be forgiven.

This loan has been classified as current as maturity falls within-in one year of year end.

Changes in obligations under notes payable for the fiscal year ended June 30, 2021, are as follows:

	Balance June 30, 2021	Additions	Payments	Balance June 30, 2021	Due in one year
Capital Lease Payable	144,005	-	(44,942)	99,063	44,943
Capital Impact Partners	2,171,416	-	(2,171,416)	-	-
Amalgamated Bank Loans	3,087,553	-	(3,087,553)	-	-
Accounts Receivable Financing	-	5,400,400	-	5,400,400	5,400,400
PPP Loan	2,778,325	-	-	2,778,325	2,778,325
Total	$ 8,181,299	$ 5,400,400	$ (5,303,911)	$ 8,277,788	$8,223,668

8. EMPLOYEE RETIREMENT PLAN

The Organization established a defined contribution plan called Amethod Public Schools 401(k) Retirement Plan (Plan) under the provisions of the Employee Retirement Security Act of 1974 (ERISA). The Organization is a sponsor of the Plan.

Participation in the Plan is open to all employees who have reached age 21 and completed two months of service, as defined by the Plan. The Organization may make a discretionary matching contribution equal to 100% of the participant's elective deferrals up to 3.0% of the participant's salary. The Organization's contribution to the Plan for the fiscal year ending June 30, 2021, was $107,454.

9. OPERATING LEASES

The Organization leases its facilities under lease arrangements that are for more than one year ending in 2035. The Organization subleases a portion of their leased facilities through February 2025. The future minimum lease payments are as follows:

Year Ending June 30,	Lease Payments
2022	$ 4,920,144
2023	4,062,256
2024	3,827,169
2025	3,941,844
2026	3,263,972
Thereafter	33,426,366
Total future lease payments	$ 53,441,751

9. OPERATING LEASES (continued)

The Organization received $15,885 through its sublease for the year ended June 30, 2021. The Organization did not pay any contingent rentals associated with these leases. For the fiscal year ended June 30, 2021, operating lease expense was $4,545,920.

10. COMMITMENTS AND CONTINGENCIES

State Allowances, Awards, and Grants

The has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, management believes that any required reimbursement will not be material.

11. SUBSEQUENT EVENTS

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through January xx, 2021 , which is the date the financial statements were available to be issued. Management believes there are no events, which require adjustments to, or disclosures in, the accompanying financial statements.

Powered by BoardOnTrack

SUPPLEMENTARY INFORMATION

AMETHOD PUBLIC SCHOOLS
ORGANIZATION
JUNE 30, 2021

The Organization's Board for the fiscal year ended June 30, 2021, consisted of the following:

Name	Office	Term	Term Expiration
Edgar Quiroz	Board Vice Chair	4	September 2022
Nick Driver	Member	4	August 2024
Maribel Gonzalez	Member	4	October 2023
Gilbert Lopez, Jr.	Board Chair	4	January 2024
John Azubuike	Member	4	March 2025

Administration

Name	Position
Evelia Villa	Chief Executive Officer
Andrew Yang	Director of Finance
Mike Burr	Interim Chief Business Officer

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the fiscal year ended June 30, 2021

Oakland Charter Academy

	Second Period Report	Annual Report
Grades 4 - 6	84.93	N/A
Grades 7 - 8	163.72	N/A
Total	248.65	

N/A- Annual Report ADA requirement was not applicable for the year ended June 30, 2021.

Oakland Charter High School

	Second Period Report	Annual Report
Grades 9 - 12	444.25	N/A
Total	444.25	N/A

N/A- Annual Report ADA requirement was not applicable for the year ended June 30, 2021.

Richmond Charter Academy

	Second Period Report	Annual Report
Grades 4 - 6	84.93	N/A
Grades 7 - 8	163.72	N/A
Total	248.65	

N/A- Annual Report ADA requirement was not applicable for the year ended June 30, 2021.

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the fiscal year ended June 30, 2021

Downtown Charter Academy

	Second Period Report	Annual Report
Grades 4 - 6	108.83	N/A
Grades 7 - 8	211.58	N/A
Total	320.41	

N/A- Annual Report ADA requirement was not applicable for the year ended June 30, 2021.

Benito Juarez Elementary

	Second Period Report	Annual Report
TK/K - 3	296.24	N/A
Grades 4 - 6	159.16	N/A
Total	455.40	

N/A- Annual Report ADA requirement was not applicable for the year ended June 30, 2021.

John Henry High School

	Second Period Report	Annual Report
Grades 9 - 12	300.38	N/A
Total	300.38	N/A

N/A- Annual Report ADA requirement was not applicable for the year ended June 30, 2021.

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
For the Fiscal Year Ended June 30, 2021

Oakland Charter Academy

Grade Level	Minutes Requirements	2020-2021 Actual Minutes	Number of Days Traditional Calendar	Status
Grade 6	54,000	65,328	180	In compliance
Grade 7	54,000	65,328	180	In compliance
Grade 8	54,000	65,328	180	In compliance

Oakland Charter High School

Grade Level	Minutes Requirements	2020-2021 Actual Minutes	Number of Days Traditional Calendar	Status
Grade 9	64,800	69,090	180	In compliance
Grade 10	64,800	69,090	180	In compliance
Grade 11	64,800	69,090	180	In compliance
Grade 12	64,800	69,090	180	In compliance

Richmond Charter Academy

Grade Level	Minutes Requirements	2020-2021 Actual Minutes	Number of Days Traditional Calendar	Status
Grade 6	54,000	65,360	180	In compliance
Grade 7	54,000	65,360	180	In compliance
Grade 8	54,000	65,360	180	In compliance

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
For the Fiscal Year Ended June 30, 2021

Downtown Charter Academy

Grade Level	Minutes Requirements	2020-2021 Actual Minutes	Number of Days Traditional Calendar	Status
Grade 6	54,000	61,776	180	In compliance
Grade 7	54,000	61,776	180	In compliance
Grade 8	54,000	61,776	180	In compliance

Benito Juarez Elementary

Grade Level	Minutes Requirements	2020-2021 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	55,480	180	In compliance
Grade 1	50,400	55,480	180	In compliance
Grade 2	50,400	55,480	180	In compliance
Grade 3	50,400	59,550	180	In compliance
Grade 4	54,000	59,550	180	In compliance
Grade 5	54,000	59,550	180	In compliance

John Henry High School

Grade Level	Minutes Requirements	2020-2021 Actual Minutes	Number of Days Traditional Calendar	Status
Grade 9	64,800	71,820	180	In compliance
Grade 10	64,800	71,820	180	In compliance
Grade 11	64,800	70,740	180	In compliance
Grade 12	64,800	70,740	180	In compliance

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Fiscal Year Ended June 30, 2021

Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through California Department of Education			
NCLB: Title I, Part A, Basic Grants			
Low-Income and Neglected	84.010	14329	
Oakland Charter Academy			$ 124,245
Oakland Charter High School			148,078
Richmond Charter Academy			100,585
Downtown Charter Academy			100,059
Benito Juarez Elementary			165,684
John Henry High School			113,512
			752,163
NCLB: Title II, Part A, Teacher Quality	84.367	14341	
Oakland Charter Academy			11,828
Oakland Charter High School			19,368
Richmond Charter Academy			12,160
Downtown Charter Academy			13,579
Benito Juarez Elementary			21,485
John Henry High School			14,516
			92,936
Coronavirus Relief Fund	21.019	25516	
Oakland Charter Academy			218,311
Oakland Charter High School			442,140
Richmond Charter Academy			212,535
Downtown Charter Academy			393,054
Benito Juarez Elementary			251,368
John Henry High School			286,192
			1,803,600
ESSER II			
Student Program	84.425	15547	
Richmond Charter Academy			19,734
John Henry High School			39,503
			59,237

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Fiscal Year Ended June 30, 2021

Error! Not a valid link.			
ESSER I	84.425	15536	
Oakland Charter Academy			109,184
Oakland Charter High School			114,755
Richmond Charter Academy			76,858
Downtown Charter Academy			129,786
Benito Juarez Elementary			75,636
John Henry High School			84,715
			590,934
NCLB: Title IV			
Low-Income and Neglected	84.424	15396	
Oakland Charter Academy			$ 10,084
Oakland Charter High School			10,596
Richmond Charter Academy			10,000
Downtown Charter Academy			10,000
Benito Juarez Elementary			11,983
John Henry High School			10,000
Special Education IDEA Cluster			62,663
Special Education: IDEA Basic Local Assistance			
Entitlement, Part B, Sec 611	84.027	13379	
Oakland Charter Academy			31,478
Oakland Charter High School			60,972
Richmond Charter Academy			35,313
Downtown Charter Academy			43,117
Benito Juarez			64,543
John Henry High School			43,381
Total Special Education IDEA Cluster			278,804
Total U.S. Department of Education			3,724,057

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Fiscal Year Ended June 30, 2021

Error! Not a valid link.			
U.S. Department of Agriculture			
Child Nutrition Cluster			
Child Nutrition Program	10.555	13755	
Oakland Charter High School			8,097
Oakland Charter Academy			38,317
Richmond Charter Academy			6,605
Downtown Charter Academy			20,570
Benito Juarez			86,383
John Henry High School			13,129
Total Child Nutrition Cluster			173,101
Total U.S. Department of Agriculture			173,101
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 3,897,158

Note 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Amethod Public Schools under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Note 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note 3. Indirect Cost Rate

Amethod Public Schools elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

AMETHOD PUBLIC SCHOOLS
RECONCILIATION OF CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM WITH AUDITED FINANCIAL STATEMENTS
For the Fiscal Year Ended June 30, 2021

Oakland Charter Academy

June 30, 2021, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	$ 3,264,136
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Rounding adjustment	1
Net adjustments and reclassifications	1
June 30, 2021, audited financial statement net assets	$ 3,264,137

Oakland Charter High School

June 30, 2021, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	$ 6,921,555
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Rounding adjustment	(1)
Net adjustments and reclassifications	(1)
June 30, 2021, audited financial statement net assets	$ 6,921,554

AMETHOD PUBLIC SCHOOLS
RECONCILIATION OF CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM WITH AUDITED FINANCIAL STATEMENTS
For the Fiscal Year Ended June 30, 2021

Richmond Charter Academy

June 30, 2021, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	$ 664,794
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Rounding adjustment	(2)
Net adjustments and reclassifications	(2)
June 30, 2021, audited financial statement net assets	$ 664,792

Downtown Charter Academy

June 30, 2021, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	$ 3,353,639
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Rounding adjustment	1
Net adjustments and reclassifications	1
June 30, 2021, audited financial statement net assets	$ 3,353,640

AMETHOD PUBLIC SCHOOLS
RECONCILIATION OF CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM WITH AUDITED FINANCIAL STATEMENTS
For the Fiscal Year Ended June 30, 2021

Benito Juarez Elementary

June 30, 2021, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	$ 1,101,279
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Rounding adjustment	2
Net adjustments and reclassifications	2
June 30, 2021, audited financial statement net assets	$ 1,101,281

John Henry High School

June 30, 2021, Charter School Unaudited Actuals Financial Report -- Alternative Form, Ending Fund Balance	$ 189,465
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Rounding adjustment	1
Net adjustments and reclassifications	1
June 30, 2021, audited financial statement net assets	$ 189,466

AMETHOD PUBLIC SCHOOLS
COMBINING SCHEDULE OF FINANCIAL POSITION
June 30, 2021

	Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy	Downtown Charter Academy	Benito Juarez Elementary	John Henry High School	Home Office	Total
ASSETS								
Current assets:								
Cash	$ 2,340,676	$ 4,444,671	$ 418,301	$ 3,011,520	$ 492,118	$ 460,346	$ (8,016,025)	$ 3,151,607
Accounts receivable	1,032,283	1,689,345	1,063,305	1,371,771	2,010,687	2,087,172	(25)	9,254,538
Prepaid expenses and other current assets	39,631	110,366	131,996	79,399	111,659	121,003	79,075	673,129
Total current assets	3,412,590	6,244,382	1,613,602	4,462,690	2,614,464	2,668,521	(7,936,975)	13,079,274
Fixed assets, net	221,719	502,016	2,378,913	52,072	2,366,568	675,442	3,343,999	9,540,729
Deposits	-	-	25,000	45,000	-	50,000	-	120,000
TOTAL ASSETS	$ 3,634,309	$ 6,746,398	$ 4,017,515	$ 4,559,762	$ 4,981,032	$ 3,393,963	$ (4,592,976)	$ 22,740,003
LIABILITIES AND NET ASSETS								
Current liabilities:								
Accounts payable	$ 66,798	$ 128,507	$ 309,698	$ 73,390	$ 51,732	$ 80,090	$ 104,864	$ 815,079
Accrued expenses	108,615	374,191	241,246	144,964	162,936	788,304	381,569	2,201,825
Deferred rent	69,884	84,094	1,238,797	30,000	1,231,526	603,742	1,287,877	4,545,920
Deferred revenue	124,474	27,126	79,782	69,059	147,057	102,634	-	550,132
Notes payable, current portion	12,370	17,781	70,634	8,952	81,134	69,148	7,963,649	8,223,668
Total current liabilities	382,141	631,699	1,940,157	326,365	1,674,385	1,643,918	9,737,959	16,336,624
Notes payable, net of current portion	(11,969)	(806,855)	1,412,566	879,757	2,205,366	1,560,579	(5,185,324)	54,120
Total liabilities	370,172	(175,156)	3,352,723	1,206,122	3,879,751	3,204,497	4,552,635	16,390,744
Net assets (deficit):								
Net assets without donor restrictions - Undesignated	3,264,137	6,921,554	664,792	3,353,640	1,101,281	189,466	(9,145,611)	6,349,259
Total net assets (deficit)	3,264,137	6,921,554	664,792	3,353,640	1,101,281	189,466	(9,145,611)	6,349,259
TOTAL LIABILITIES AND NET ASSETS	$ 3,634,309	$ 6,746,398	$ 4,017,515	$ 4,559,762	$ 4,981,032	$ 3,393,963	$ (4,592,976)	$ 22,740,003

See accompanying Independent Auditor's Report.

Powered by BoardOnTrack

AMETHOD PUBLIC SCHOOLS
COMBINING SCHEDULE OF ACTIVITIES
For the Fiscal Year Ended June 30, 2021

	Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy	Downtown Charter Academy	Benito Juarez Elementary	John Henry High School			
	Net assets without donor restrictions	Net assets without donor restrictions	Net assets without donor restrictions	Net assets without donor restrictions	Net assets without donor restrictions	Net assets without donor restrictions	Home Office	Elimination	Total
REVENUES									
Revenue limit sources:									
State aid	$ 1,203,701	$ 2,660,424	$ 1,167,959	$ 2,253,415	$ 3,241,997	$ 3,543,948	$ -	$ -	$ 14,071,444
Education protection account	582,040	1,488,681	566,905	64,082	91,080	60,076	-	-	2,852,864
In-lieu of property taxes	678,403	1,259,005	748,578	908,042	1,371,014	-	-	-	4,965,042
Federal revenues	555,404	840,265	466,954	524,449	893,158	616,928	-	-	3,897,158
State revenues	515,980	878,336	647,374	903,441	1,354,709	603,583	3,200	-	4,906,623
Local revenues	113,727	76,531	75,719	161,116	142,760	110,929	3,219,856	(3,065,597)	835,041
Total revenues	3,649,255	7,203,242	3,673,489	4,814,545	7,094,718	4,935,464	3,223,056	(3,065,597)	31,528,172
EXPENSES									
Program services:									
Education	2,705,211	5,163,310	3,098,211	3,525,617	4,624,127	3,627,224	1,343,118	-	24,086,818
Support services:									
Management and general	571,495	1,128,158	567,391	769,929	1,980,910	1,307,871	2,752,066	(3,065,597)	6,012,223
Total expenses	3,276,706	6,291,468	3,665,602	4,295,546	6,605,037	4,935,095	4,095,184	(3,065,597)	30,099,041
CHANGE IN NET ASSETS	372,549	911,774	7,887	518,999	489,681	369	(872,128)	-	1,429,131
NET ASSETS (DEFICIT), BEGINNING	2,891,588	6,009,780	656,905	2,834,641	611,600	189,097	(8,273,483)	-	4,920,128
NET ASSETS (DEFICIT), ENDING	$ 3,264,137	$ 6,921,554	$ 664,792	$ 3,353,640	$ 1,101,281	$ 189,466	$ (9,145,611)	$ -	$ 6,349,259

AMETHOD PUBLIC SCHOOLS
COMBINING SCHEDULE OF CASH FLOWS
For the Fiscal Year Ended June 30, 2021

	Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy	Downtown Charter Academy	Benito Juarez Elementary	John Henry High School	Home Office	Total
CASH FLOWS FROM OPERATING ACTIVITIES:								
Change in net assets	$ 372,549	$ 911,774	$ 7,887	$ 518,999	$ 489,681	$ 369	$ (872,128)	$ 1,429,131
Adjustments to reconcile change in net assets to net cash flows provided by (used in) operating activities:								
Depreciation	189,325	131,376	51,010	17,261	174,657	64,353	240,610	868,592
Adjustments to change in net assets								
(Increase) decrease in operating assets:								
Accounts receivable	(241,725)	(697,783)	(350,618)	(678,864)	(575,533)	(1,262,374)	25	(3,806,872)
Related party receivable	(344,571)	(665,745)	61,211	(432,790)	(1,009,304)	(423,589)	2,814,788	-
Prepaid expenses and other current assets	(8,601)	(50,116)	(50,105)	(31,133)	14,180	(71,018)	(9,858)	(206,651)
Deposits	62,050	19,000	-	-	-	-	202,784	283,834
Increase in operating liabilities:								
Accounts payable	(37,397)	(44,984)	209,831	(41,558)	(95,452)	6,054	10,576	7,070
Accrued expenses	69,993	24,852	31,735	83,314	24,007	742,177	171,238	1,147,316
Unearned revenue	124,474	27,126	79,782	69,059	147,057	102,634	-	550,132
Deferred rent	(17,946)	84,094	17,302	(13,200)	35,484	66,602	258,317	430,653
Net cash flows provided by (used in) operating activities	168,151	(260,406)	58,035	(508,912)	(795,223)	(774,792)	2,816,352	703,205
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchase of fixed assets	-	-	(1,753,241)	-	-	(7,566)	-	(1,760,807)
Net cash flows used in investing activities	-	-	(1,753,241)	-	-	(7,566)	-	(1,760,807)
CASH FLOWS FROM FINANCING ACTIVITIES								
Proceeds from notes payable	-	(828,300)	1,483,200	868,900	2,286,500	1,590,100	-	5,400,400
Payment on notes payable	(210,938)	-	(787,938)	(8,990)	(1,190,824)	(686,295)	(2,418,926)	(5,303,911)
Net cash flows (used in) provided by financing activities	(210,938)	(828,300)	695,262	859,910	1,095,676	903,805	(2,418,926)	96,489
NET INCREASE (DECREASE) IN CASH	(42,787)	(1,088,706)	(999,944)	350,998	300,453	121,447	397,426	(961,113)
CASH, BEGINNING	2,383,463	5,533,377	1,418,245	2,660,522	191,665	338,899	(8,413,451)	4,112,720
CASH, ENDING	$ 2,340,676	$ 4,444,671	$ 418,301	$ 3,011,520	$ 492,118	$ 460,346	$ (8,016,025)	$ 3,151,607
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION								
Cash paid for interest	$ 12,143	$ -	$ 78,196	$ -	$ 38,828	$ 23,366	$ 64,682	$ 217,215

OTHER INDEPENDENT AUDITORS' REPORTS

Baker Tilly US, LLP
3655 Nobel Dr; Ste 300
San Diego, CA 92122
United States of America

T: +1 (858) 597 4100
F: +1 (858) 597 4111

bakertilly.com

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Directors

,

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of (a nonprofit organization), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January xx, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered ' internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of ' internal control. Accordingly, we do not express an opinion on the effectiveness of ' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Baker Tilly US, LLP, trading as Baker Tilly, is a member of the global network of Baker Tilly International Ltd., the members of which are separate and independent legal entities. © 2020 Baker Tilly US, LLP

Compliance and Other Matters

As part of obtaining reasonable assurance about whether ’ financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BAKER TILLY US, LLP

San Diego, California
January xx, 2021

Baker Tilly US, LLP
3655 Nobel Dr; Ste 300
San Diego, CA 92122
United States of America

T: +1 (858) 597 4100
F: +1 (858) 597 4111

bakertilly.com

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE OMB UNIFORM GUIDANCE

Board of Directors

,

Report on Compliance for Each Major Federal Program

We have audited ' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of ' major federal programs for the fiscal year ended June 30, 2021. ' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Amethod Public Schools major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Amethod Public Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Amethod Public Schools' compliance.

Baker Tilly US, LLP, trading as Baker Tilly, is a member of the global network of Baker Tilly International Ltd., the members of which are separate and independent legal entities. © 2020 Baker Tilly US, LLP

Opinion on Each Major Federal Program

In our opinion, complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of Amethod Public Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Amethod Public Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Amethod Public Schools' internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

BAKER TILLY US, LLP

San Diego, California
January xx, 2021

Baker Tilly US, LLP
3655 Nobel Dr; Ste 300
San Diego, CA 92122
United States of America

T: +1 (858) 597 4100
F: +1 (858) 597 4111

bakertilly.com

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors

,

Report on Compliance for Each State Program

We have audited ' compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel, that could have a direct and material effect on each of ' state programs for the fiscal year ended June 30, 2021. ' state programs are identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of ' state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States*;* and the State's Audit Guide, *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about ' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of ' compliance. In connection with the audit referred to above, we selected transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

Baker Tilly US, LLP, trading as Baker Tilly, is a member of the global network of Baker Tilly International Ltd., the members of which are separate and independent legal entities. © 2020 Baker Tilly US, LLP

Description	Procedures Performed
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Not Applicable
Independent Study-Course Based	Not Applicable
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Instructional Minutes	Yes
Charter School Facility Grant Program	Yes

The term “Not Applicable” is used above to mean either that the Organization did not offer the program during the current fiscal year, or that the program applies only to a different type of local education agency.

Opinion on State Programs

In our opinion, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its state programs for the fiscal year ended June 30, 2021.

The purpose of this report on state compliance is solely to describe the scope of our testing of state compliance and the results of that testing based on the requirements of the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

BAKER TILLY US, LLP

San Diego, California
January xx, 2021

FINDINGS AND RECOMMENDATIONS SECTION

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Fiscal Year Ended June 30, 2021

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
One or more material weaknesses identified?	____ Yes __X__ No
One or more significant deficiencies identified that are not considered to be material weaknesses?	____ Yes __X__ None reported
Noncompliance material to financial statements noted?	____ Yes __X__ No

2. Federal Awards

Internal control over major programs:	
One or more material weaknesses identified?	____ Yes __X__ No
One or more significant deficiencies identified that are not considered to be material weaknesses?	____ Yes __X__ None reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported under section 200.516 Audit Findings paragraph (a) of OMB Uniform Guidance?	____ Yes __X__ No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.425	Education Stabilization Fund
21.019	Coronavirus Relief Fund

Dollar threshold used to distinguish between type A and type B programs:	$750,000
Auditee qualified as low-risk auditee?	__X__ Yes ____ No

AMETHOD PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Fiscal Year Ended June 30, 2021

Error! Not a valid link.

AMETHOD PUBLIC SCHOOLS
SUMMARY SCHEDULE OF PRIOR FINDINGS
For the Fiscal Year Ended June 30, 2021

Error! Not a valid link.

Coversheet

Concerning Measures to Address Ongoing Impacts of COVID-19

Section: IV. Business II
Item: E. Concerning Measures to Address Ongoing Impacts of COVID-19
Purpose: Vote
Submitted by:
Related Material:
22 01 10 COVID Board Resolution (SJK) (4892-4448-1033.v1) (4866-3018-8297.v2) (2).pdf

Amethod Public Schools Board of Directors

Resolution #001

CONCERNING MEASURES TO ADDRESS ONGOING IMPACTS OF COVID-19

WHEREAS, Amethod Public Schools ("Amethod"), manages, operates and directs the operations of Benito Juarez Elementary School, Oakland Charter Academy, Downtown Charter Academy, Richmond Charter Academy, Oakland Charter High School, and John Henry High School (each a "School" and collectively the "Charter Schools") in California; and

WHEREAS, the safety and well-being of all students, employees, parents and stakeholders of the Charter Schools is paramount; and

WHEREAS, equitable access to educational programs is essential for the student population that the Charter Schools serve; and

WHEREAS, on March 4, 2020 the Governor of the State of California (the "Governor") declared a statewide emergency relating to the COVID-19 pandemic; and

WHEREAS, the Governor has directed state agencies to provide updated and specific guidance to schools; and

WHEREAS, the Governor has issued Executive Orders pertaining to school closures and other COVID-19 mitigation issues; and

WHEREAS, the Omicron variant of COVID-19 has resulted in significant increases to the number of COVID-19 positive cases in the Counties where the Charter Schools are located; and

WHEREAS, California recently notched its highest COVID-19 test positivity rate since the pandemic began at 20.4%, which does not include the results of rapid at-home testing that are not reported to health authorities; and

WHEREAS, many teachers and other staff at the Charter Schools are testing positive for COVID-19 and thus must quarantine and isolate according to California Department of Public Health ("CDPH") and County guidelines, which will make it difficult, if not impossible in some circumstances, to provide sufficient credentialed teachers or secure sufficient substitutes to operate one or more of the Charter Schools; and

WHEREAS, some California higher education institutions have already announced a return to virtual instruction; and

WHEREAS, Amethod has been monitoring advice provided by local, state, and federal authorities including, but not limited to, the California Department of Education ("CDE"), Alameda County Office of Education ("ACOE"), Contra Costa County Office of Education ("CCCOE"), the school districts which authorize our charters, the federal Centers for Disease

Control and Prevention ("CDC"), Governor's Office, California Department of Public Health ("CDPH"), County Health Officers ("CHOs") and County Departments of Public Health ("DPHs") in both Alameda and Contra Costa Counties, (collectively, the "Relevant Authorities"); and

WHEREAS, guidance and directives from Relevant Authorities continues to rapidly evolve in response to new scientific knowledge, as well as changes to local infection rates in the communities served by the Charter Schools; and

WHEREAS, time will often be of the essence in responding to new guidance and directives issued by Relevant Authorities in order to protect the health of our students, employees and campus visitors; and

WHEREAS, Amethod must be able to promptly and timely take steps to address temporary staffing shortages, Average Daily Attendance impacts, and other COVID-19-related impacts; and

WHEREAS, the Board anticipates that guidance from federal, state, and local officials will continue to change in response to the pandemic and this necessitates a delegation of certain authority to the Charter Schools' leadership team to respond in real time both to the pandemic and issues caused by the pandemic; and

WHEREAS, there are numerous legal and organizational impacts to decisions made in response to the COVID-19 virus and strict adherence to provisions in existing school policies and/or procedures of the Charter School might prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of COVID-19; and

WHEREAS, the prior Resolution adopted by the Board relating to the pandemic did not specifically address issues that might arise for the 2021-22 academic year and beyond and the Board now wishes this Resolution to supersede the prior Resolution;

NOW THEREFORE BE IT RESOLVED THAT the Board of Directors of Amethod directs the following:

1. The Executive Director shall have the authority to review and update the COVID-19 Health and Safety Policy, Injury and Illness Prevention Plan COVID-19 Addendum, and Safe Return to In-person Instruction and Continuity of Services plan of the Charter Schools as necessary to comply with guidance and directives from Relevant Authorities and other government agencies.

2. The Executive Director shall have the authority to close one or more of the Charter Schools for up to 10 days at one time, or transition to minimum instructional days for up to 10 days, during the 2021-22 academic year should the chartering authority, or local, state, or federal government officials, including, but not limited to Relevant Authorities, direct or recommend the closure as a result of a resurgence of COVID-19 or some other health emergency, or based on the Executive Director's determination

Powered by BoardOnTrack

that it is necessary to protect student and/or employee health and safety as a result of a resurgence of COVID-19 or some other health emergency.

The Executive Director is also authorized to close one or more Charter Schools, move them to independent study, or transition full school days to minimum days, for up to ten (10) instructional days, based on a staffing shortage if the Executive Director makes the following determinations:

i. That the relevant Charter School(s) are unable to provide in-person instruction to students due to staffing shortages as a result of staff quarantine due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance.

ii. For certificated staff shortages, the relevant Charter School(s) have exhausted all options for obtaining staff coverage, including using all certificated staff and substitute teacher options, and has consulted with the County Office of Education and the California Department of Education (CDE) in determining that staffing needs cannot be met through any option.

iii. For classified staff shortages, the relevant Charter School(s) have exhausted all options for obtaining staff coverage, including using all staff options, and has consulted with the County Office of Education and the CDE in determining that staffing needs cannot be met through any option.

3. In order to immediately protect the health and safety of students and/or employees, the Executive Director in consultation with the Board President may waive any school or organization-wide policy or procedure for up to thirty (30) days to implement directives and/or guidance from Relevant Authorities.

4. The Executive Director shall have the authority to exclude anyone from school campus(es) other than students and employees, including parents and volunteers, in order to minimize risk of COVID-19 exposure from the surrounding community.

5. In order to immediately protect the health and safety of students and employees, the Executive Director or designee may exclude students or employees from school or school activities as necessary to implement guidance or directives from Relevant Authorities or applicable law.

6. The Executive Director or designee in consultation with the Board President may hire additional employees or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the Executive Director deems necessary in their discretion to mitigate the actual or potential impacts of COVID-19.

7. The Executive Director or designee may direct that some or all parent meetings, conferences, discussions, or other required parent interactions be held telephonically in

Powered by BoardOnTrack

order to minimize potential exposure of students and employees by parents or other community members.

8. As necessary, the Executive Director, in consultation with Amethod legal counsel, is authorized to negotiate and implement revisions to employment agreements for employees relating to impacts on the terms and conditions of employment caused by the actual or potential impacts of COVID-19.

9. The Executive Director, in consultation with Amethod's granting agencies, if required, may implement revisions to the academic calendar for the 2021-22 academic year, if necessary.

10. The Executive Director or Chief Financial Officer shall prepare and file all necessary requests and supporting documentation to preserve full apportionment funding.

11. The Executive Director in consultation with the Board President may restrict or cancel the use of school facilities by off-campus groups and may restrict or cancel extra-curricular activities, field trips, sports, or other school activities sponsored by student or parent groups.

12. The Executive Director in consultation with the Board President shall have the authority to reduce expenditures in any budget category and re-allocate these funds to cover costs associated with operating the Charter Schools in accordance with guidance and directives of Relevant Authorities and the Plan.

13. The Executive Director is authorized to seek material revisions to charters of the Charter Schools, as necessary, to implement the Plan to reopen schools, other changes that may be necessary to ensure the fiscal stability of Amethod and the Charter Schools, or to maintain the educational excellence of the Charter Schools' programs during the pandemic.

14. The Executive Director is authorized to consult with the Charter Schools' insurer and/or legal counsel for any advice as to how to deal with virus-related issues.

15. The Executive Director is directed to inform families about updates to information and directives being received from Relevant Authorities relating to the pandemic, as well as changes to instructional days and minutes, as determined in the Executive Director's reasonable judgment.

16. The Executive Director shall keep the Board informed of the implementation of the provisions of this Resolution.

17. This Resolution shall remain in effect through June 30, 2022 unless modified or terminated prior to that time by action of the Board.

Powered by BoardOnTrack

PASSED AND ADOPTED by the Board of Directors of Amethod on this 19th day of January, 2022.

AYES:_____
NOES:_____
ABSTAIN:
ABSENT:

_____
Secretary
Amethod

Powered by BoardOnTrack