



Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on January 11, 2024 at 2:13 PM PST

Date and Time

Wednesday January 17, 2024 at 6:00 PM PST

Location

1450 Marina Way South, Richmond CA 94804

The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

Participating by Telephone: 669-900-9128 Meeting ID: 831 8795 4557

Public Comment: Members of the public attending in person who wish to comment on an agenda item please fill out a speaker card and submit it to a staff member. The Board Chair will call on you to enter the Boardroom. Members of the public who are join in via teleconference, please use raise hand tool in the reactions tab located at the bottom of the zoom screen 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 have been submitted to the School Board with the agenda relating to open session items may be reviewed by any interested persons on the Amethod Public School’s website at www.amethodschools.org following the posting of the agenda. Amethod reserves the right to show or distribute additional information and/or documents to the School Board at the meeting, and will make copies of such documents relating to open session items available to the public upon request.

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) 965-4562. 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.	5 m
B. Record Attendance		Sally Li	2 m
C. Announcements			2 m
D. Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
II. Consent			6:11 PM
A. Approval of 12/13/2023 Regular Board Meeting Minutes	Approve Minutes		2 m
B. Approval of School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School,	Vote		2 m

	Purpose	Presenter	Time
Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School			
III. Business			6:15 PM
A. Approval of Recommendation of the Nominating Committee to Appoint Gilbert Lopez Jr. for a Second Four Year Board Term	Vote		5 m
IV. Discussion			6:20 PM
A. Instructional Update: Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School	FYI	M. Coleman, J. Crocker, P. Ellingberg, C. Lee, J. Nash	30 m
B. Chief Executive Officer Report	FYI	Jaime Mata	10 m
Topics discussed during this report include attendance, enrollement, site visits, testing, and upcoming events.			
V. Closed Session			7:00 PM
A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (3 Cases)	Discuss		60 m
VI. Closing Items			8:00 PM
A. Adjourn Meeting	FYI	Gilbert Lopez Jr.	1 m

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Coversheet

Approval of 12/13/2023 Regular Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 12/13/2023 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on December 13, 2023

APPROVED



Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time

Wednesday December 13, 2023 at 6:00 PM

Location

1450 Marina Way South, Richmond, CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

Directors Absent

None

Directors who arrived after the meeting opened

A. Emmanuelli

I. Opening Items

A. Call the Meeting to Order

B. Record Attendance

A. Emmanuelli arrived at 6:45 PM.

C. Announcements

Board Chair Gilbert Lopez Jr. announces that Board Vice Chair Nick Driver has resigned from his position.

Evelia Villa, CEO announces that there was a fight that happened at John Henry High School. She says student safety is a priority and as of today, the free dress day will be prohibited at the high school.

Robert Moncada, External Affairs shares that the fight occurred adjacent to our property and next to the district. He shares that the fight was handled quickly and authorities were called right away. The students involved will be suspended until further notice. One of the district employee's car was damaged during the fight when a student was thrown onto her car. He says that Amethod Public Schools should stay as a uniform school for safety we should not allow students to wear red or blue colors. He is actively working with the community to find out more information. There were a few bloody noses in the group. Spirit week will be cancelled and there will be two security guards patrolling the area for safety until the students go on holiday break.

Board Member Elisa Gallegos asks Robert Moncada for an update related to external affairs.

Robert shares that there are families who go hungry, and he has been working with the community to ensure these families are fed and clothed. He shares that overall things have been better.

D. Public Comments on Non-Agenda Items

No public comments were made.

II. Consent

A. Approval of 11/15/2023 Regular Board Meeting Minutes

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 11-15-23.

E. Gallegos seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

- E. Gallegos Aye
- A. Emmanuelli Abstain
- G. Lopez Jr. Aye
- E. Quiroz Aye
- N. Driver Absent

B. Approval of La Loma Clinic Proposal for Mental Health Coordination Services

E. Gallegos made a motion to Approve of La Loma Clinic Proposal for Mental Health Coordination Services.

E. Quiroz seconded the motion.

Board Member Edgar Quiroz asks if this clinic is a freestanding clinic.

Evelia Villa says yes it is and they will be offering wrap around services for our six schools.

Board Member Edgar Quiroz would like to connect with Robert Moncada about Dr. Rodriguez who is offering grants for mental health.

The board **VOTED** to approve the motion.

Roll Call

E. Gallegos Aye
E. Quiroz Aye
A. Emmanuelli Absent
G. Lopez Jr. Aye

III. Closed Session

A. Conference with Labor Negotiator

Board Member Andres Emmanuelli joins in closed session at 6:45pm.

The Board of Directors return from closed session at 7:06pm. No reportable actions were made.

IV. Business

A. Approval of Compensation Comparability Study Board for Chief Executive Officer Position

E. Gallegos made a motion to approve of Compensation Comparability Study Board for Chief Executive Officer Position.

E. Quiroz seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

E. Gallegos Aye
A. Emmanuelli Aye
N. Driver Absent
G. Lopez Jr. Aye
E. Quiroz Aye

B. Board Chair: Required Oral Report Regarding Chief Executive Officer Employment Contract

Board Chair Gilbert Lopez Jr reports Jaime Mata's employment contract with Amethod Public Schools.

C. Approval of Chief Executive Officer Contract

A. Emmanuelli made a motion to approve of Chief Executive Officer Contract.

E. Quiroz seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

E. Gallegos Aye
A. Emmanuelli Aye
N. Driver Absent
E. Quiroz Aye
G. Lopez Jr. Aye

D. Approval of First Interims

E. Gallegos made a motion to approve First Interims.

E. Quiroz seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

E. Quiroz Aye
E. Gallegos Aye
A. Emmanuelli Aye
G. Lopez Jr. Aye

V. Discussion

A. Announcement of Chief Executive Officer

Gilbert Lopez Jr. congratulates Jaime Mata as the new Chief Executive Officer, and he shares Mr. Mata's biography.

Jaime Mata shares his gratitude and he is looking forward to this opportunity.

Board Chair Gilbert Lopez Jr, thanks Mrs. Villa for her hard work and long days that she has put in for the organization.

Board Member Elisa Gallegos thanks Mrs. Villa and the legacy she leaves behind. She looks forward to working with Mr. Mata.

Board Member Edgar Quiroz thanks Mrs. Villa for her hard work. He shares that he came as a board member 5 years ago and has learned so much about the charter world.

B. Instructional Update: Smarter Balanced Assessment Consortium (SBAC) Results and Goals; Richmond Charter Academy, John Henry High School, and Oakland Charter Academy.

Dr. Ellingberg, Oakland Charter Academy Site Director shares his presentation.

Mrs. Villa shares that there will be a dashboard made for data. Innovare will be coming on board in January to create an on demand dashboard available for the site directors and board members.

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 7:29 PM.


Respectfully Submitted,
G. Lopez Jr.

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Coversheet

Approval of School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School

Section: II. Consent
Item: B. Approval of School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School
Purpose: Vote
Submitted by:
Related Material: SARC Briefing Sheet.pdf
22-23 SARC- All Schools.pdf

 <hr style="border: 2px solid red; width: 100px; margin: 5px auto;"/> HONOR HARD WORK	Amethod Public Schools Board Item Overview Date: 1/17/24
Subject:	School Accountability Report Cards 2022-2023
Action: <input checked="" type="checkbox"/>	Approval of School Accountability Report Cards 2022-2023
Information: <input type="checkbox"/>	
Committee: <input type="checkbox"/>	

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:	N/A
SUMMARY OF KEYS ISSUES:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
FISCAL ANALYSIS :	
ATTACHMENT(S):	School Accountability Report Cards for: BJE, RCA, JHHS, OCA, DCA, and OCHS

**Richmond Charter Elementary-Benito
Juarez**
2022–23 School Accountability Report Card
**Reported Using Data from the 2022–23 School
Year**
California Department of Education

Address:	1450 Marina Way South Richmond, CA , 94804- 1534	Principal:	LaSonya Michelle Walker, Ed.D, MBA, MA
Phone:	(510) 436-0172	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 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.

About This School

LaSonya Michelle Walker, Ed.D, MBA, MA

📍 Principal, Richmond Charter Elementary-Benito Juarez

About Our School



My name is Dr. LaSonya Michelle Walker, Ed.D, MBA, MAT from Spring Hill, TN. Educational journey encompasses a Bachelor of Science Degree in Business Management, Master of Business Administration (MBA), and a Master of Arts in Teaching (MAT), Education. My K-6 licensure for the state of TN was obtained in Lipscomb University's graduate program. It was an honor to receive a Doctor of Education Degree in Leadership and Professional Practice at Trevecca Nazarene University. Employment includes a wide range of experience from years in Human Resources (HR) and Quality Statistical Analysis at General Motors - Spring Hill Operation (formerly Saturn), years as an adjunct Human Resource Management and Business Administration professor at Daymar College to working for TN South Central Workforce Alliance for the State of TN (ESOL program) teaching English and Civics, as well as G.E.D. Math, Language, Science, and Social Studies.

Contact

Richmond Charter Elementary-Benito Juarez
1450 Marina Way South
Richmond, CA 94804-1534

Phone: [\(510\) 436-0172](tel:5104360172)

Email: lawalker@amethodschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

School Name	Richmond Charter Elementary-Benito Juarez
Street	1450 Marina Way South
City, State, Zip	Richmond, CA , 94804-1534
Phone Number	(510) 436-0172
Principal	LaSonya Michelle Walker, Ed.D, MBA, MA
Email Address	lawalker@amethodschools.org
Website	www.amethodschools.org
County-District-School (CDS) Code	07617960129643

Last updated: 1/15/24

School Description and Mission Statement (School Year 2023–24)

Benito Juarez Elementary (BJE) School is a TK-5th Grade academic institution. BJE'S mission is to achieve beyond expectations with initiatives including total digital 1-to-1 integration of I-Ready implementation which is one of the nation's leading academic programs, social emotional awareness integration, and comprehensive intervention to assist students in bridging gaps of learning to reach grade level and beyond. Our goal is solidified with AMPS's mission, "to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond" (2023). BJE's administrators, teachers, and staff vision is to make real world connections with BJE Mighty Mites at their level, giving them the "What's in it for me" (WIIFM) approach, enhance their learning experience, and ignite a passion in them to become lifelong learners. As BJE's Site Director/Principal, it is with great joy and enthusiasm to have the pleasure and honor of making contributions within the AMPS' organization with a vision of academic excellence, motivating students to achieve beyond their dreams!

AMPS Organizational Goals are as follows:

Increase ELA performance by 15%

Increase Math performance by 15%

BJE Internal Goals are as follows:

Increase ELA performance by 25%

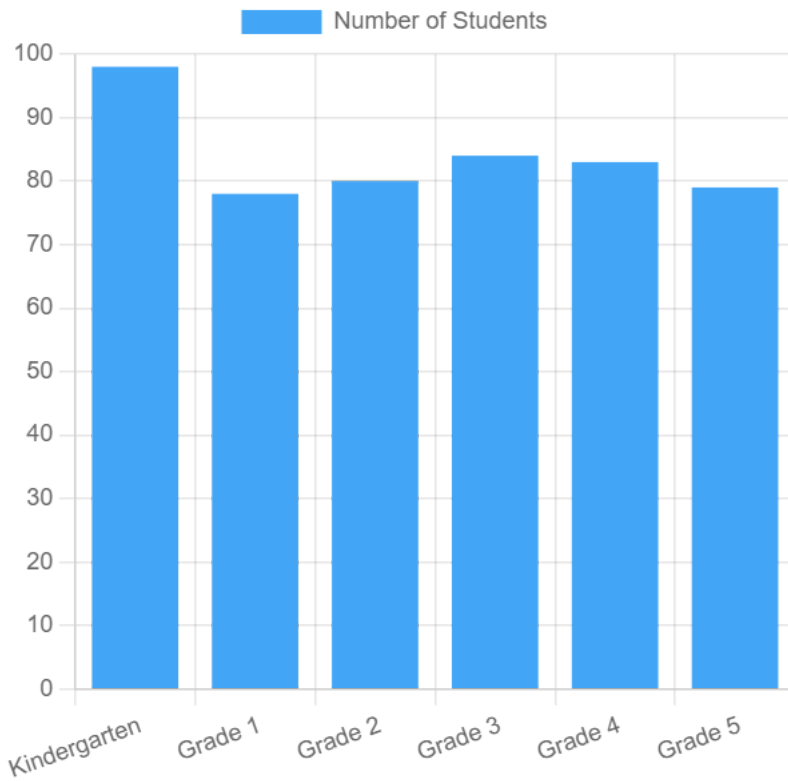
Increase Math performance by 25%

Increase Writing performance by 15%

Last updated: 1/15/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	98
Grade 1	78
Grade 2	80
Grade 3	84
Grade 4	83
Grade 5	79
Total Enrollment	502



Last updated: 1/15/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	51.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	43.00%

Student Group	Percent of Total Enrollment
Male	48.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	1.20%
Black or African American	2.60%
Filipino	1.00%
Hispanic or Latino	89.40%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	2.60%
White	1.80%

Student Group (Other)	Percent of Total Enrollment
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	83.50%
Students with Disabilities	8.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	11.90	66.65%	1159.10	82.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	5.56%	62.20	4.43%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	22.23%	106.60	7.60%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.60	3.54%	12115.80	4.41%
Unknown/Incomplete/NA	0.90	5.50%	26.30	1.87%	18854.30	6.86%
Total Teaching Positions	17.90	100.00%	1403.90	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/15/24

Teacher Preparation and Placement (School Year 2021–22)

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)	6.00	46.15%	1150.10	75.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	59.40	3.90%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.20	40.38%	171.60	11.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	50.30	3.30%	11953.10	4.28%
Unknown/Incomplete/NA	1.70	13.46%	91.20	5.99%	15831.90	5.67%
Total Teaching Positions	13.00	100.00%	1522.80	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/15/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	0.00
Misassignments	3.00	5.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	5.20

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.30%	58.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.90%	43.6%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK - World of Wonders - ELA K-2nd - Open Court, Curriculum Associates (partial integration)- I-Ready online component - Teacher Toolbox & Personalized Learning & Instruction 3rd-5th- Benchmark Universe, Curriculum Associates (partial integration) - I-Ready online component - Teacher Toolbox & Personalized Learning & Instruction TK-5th Grade - Lexia Learning TK-5th Grade - Systemic Instruction in Phoneme Awareness, Phonics, and Site words - SIPPS	Yes	0
Mathematics	TK - World of Wonders - Math K-2nd - Curriculum Associates - Math Textbooks - (full integration) I-Ready online component - Teacher Toolbox & Personalized Learning & Instruction 3rd-5th- Curriculum Associates - Math Textbooks	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
- (full integration) I-Ready online component - Teacher Toolbox & Personalized Learning & Instruction			
Science	Full Option Science System (FOSS) - Curriculum	Yes	0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/15/24

School Facility Conditions and Planned Improvements

?

Benito Juarez Elementary School is in Good Repair as to my knowledge at this time. The school's maintenance staff does a good job with cleanliness; the team is responsive in an adequate manner when repairs or maintenance is required.

Last updated: 1/15/24

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: January 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary
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Last updated: 1/15/24

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

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	28%	22%	32%	32%	47%	46%
Mathematics (grades 3-8 and 11)	15%	21%	21%	22%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/16/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	240	99.59%	0.41%	21.67%
Female	128	128	100.00%	0.00%	25.78%
Male	113	112	99.12%	0.88%	16.96%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	213	212	99.53%	0.47%	20.28%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	113	100.00%	0.00%	7.08%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	209	208	99.52%	0.48%	18.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	29	100.00%	0.00%	3.45%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	238	98.76%	1.24%	21.43%
Female	128	127	99.22%	0.78%	18.11%
Male	113	111	98.23%	1.77%	25.23%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	210	98.59%	1.41%	20.48%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	113	100.00%	0.00%	10.62%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	209	206	98.56%	1.44%	19.42%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	29	100.00%	0.00%	6.90%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	14.81%	22.08%	18.49%	20.56%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	77	98.72%	1.28%	22.08%
Female	43	43	100.00%	0.00%	18.60%
Male	35	34	97.14%	2.86%	26.47%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	69	68	98.55%	1.45%	20.59%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	29	100.00%	0.00%	3.45%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	67	98.53%	1.47%	19.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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Last updated: 1/8/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/8/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/8/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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

Opportunities for Parental Involvement (School Year 2023–24)

BJE parents have the ability to get fingerprinted and take a TB test to volunteer for school activities. In addition, Family, Staff, and Team meetings are held monthly known as FST meetings. Moreover, the administrative team have coffee and chat gatherings once a month. Additionally, the administrative team will be offering parents the ability to learn English at the school on a voluntary basis, thus seeking to give back to the community and build relationships through collaboration. Finally, BJE has days to include parents...,such as, grandparents day, heritage day, and others...

State Priority: Pupil Engagement

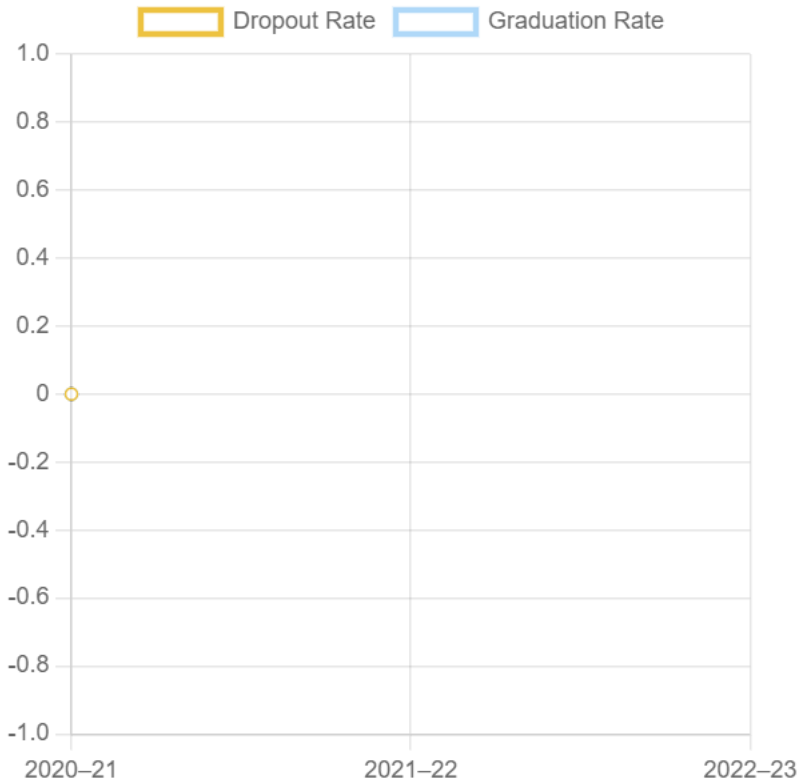
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate				5.8%	8.1%	9.3%	9.4%	7.8%	8.2%
Graduation Rate				84.1%	85.5%	85.0%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	501	182	36.3%
Female	263	260	86	33.1%
Male	245	241	96	39.8%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	6	6	1	16.7%
Black or African American	13	13	7	53.8%
Filipino	5	5	1	20.0%
Hispanic or Latino	455	449	164	36.5%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	13	13	5	38.5%
White	9	9	3	33.3%
English Learners	261	259	99	38.2%
Foster Youth	0	0	0	0.0%
Homeless	1	1	0	0.0%
Socioeconomically Disadvantaged	425	423	155	36.6%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	55	55	25	45.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.40%	1.57%	0.01%	3.97%	4.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.20%	0.00%	0.00%	0.04%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.57%	0.00%
Female	0.38%	0.00%
Male	2.86%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.76%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.15%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.88%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.64%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

The safety and security of our students and staff are one of our top priorities.

Our school's Comprehensive Safety Plan is reviewed and updated annually. . 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 trainings 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 Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

Last updated: 1/15/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		12	
1	25.00		12	
2	26.00		8	
3	27.00		12	
4	27.00		9	
5	27.00		12	
6				
Other**	25.00		4	

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	5	7	
1	25.00		7	
2	26.00		15	
3	27.00		15	
4	29.00		11	
5	27.00		11	
6				
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	5	12	0
1	26.00	0	15	0
2	27.00	0	15	0
3	28.00	0	15	0
4	28.00	0	15	0
5	26.00	0	15	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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 2020–21)
(HIGH SCHOOL)**

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

* 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 2021–22)
(HIGH SCHOOL)**

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

* 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 2022–23)
(HIGH SCHOOL)**

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

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

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/8/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$77994.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/24

Types of Services Funded (Fiscal Year 2022–23)

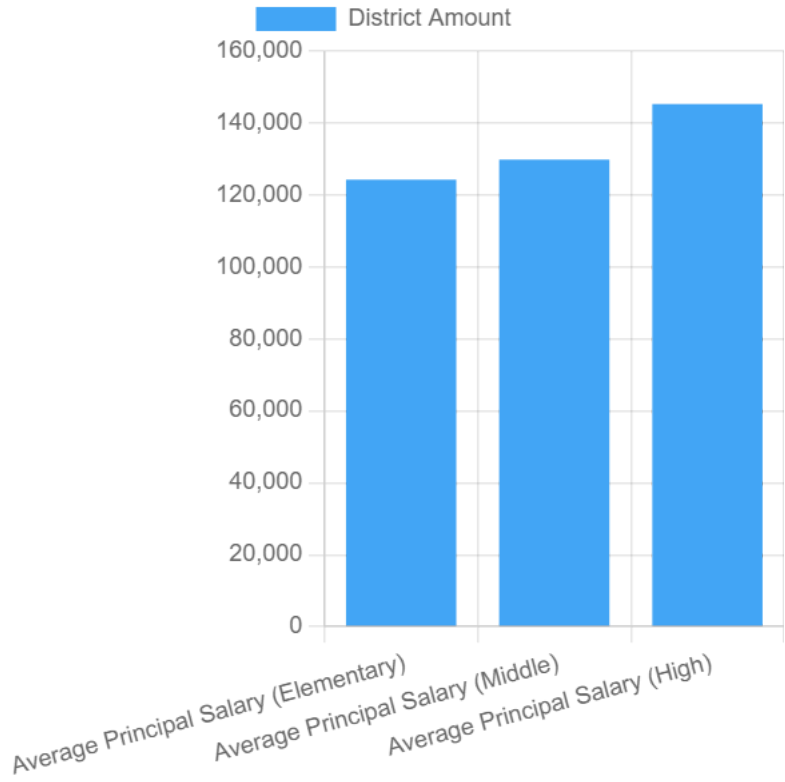
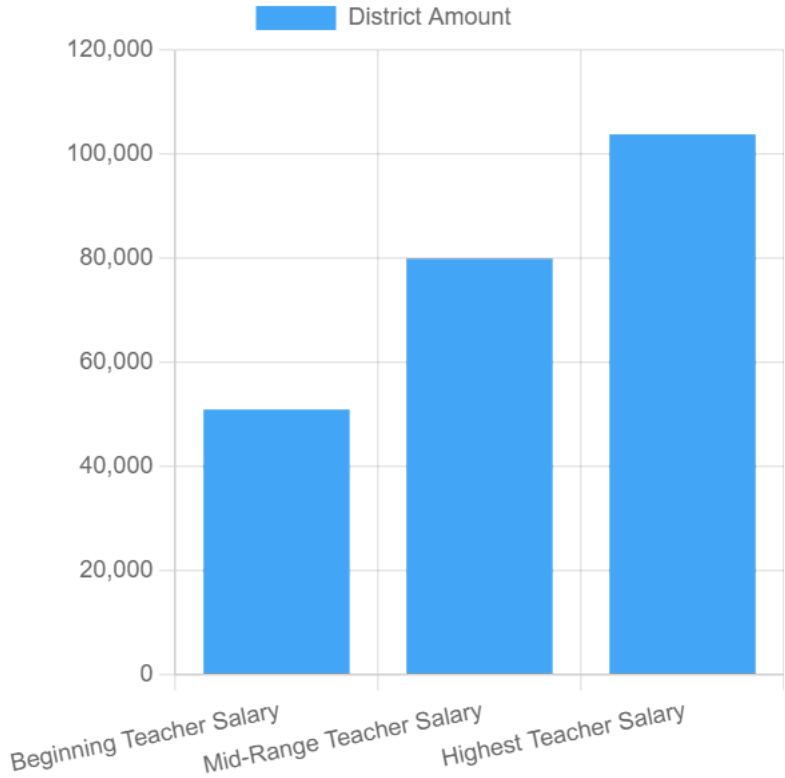
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Last updated: 1/8/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50922.00	\$55549.60
Mid-Range Teacher Salary	\$79887.00	\$80702.84
Highest Teacher Salary	\$103799.00	\$109417.68
Average Principal Salary (Elementary)	\$124259.00	\$137703.47
Average Principal Salary (Middle)	\$129831.00	\$143759.63
Average Principal Salary (High)	\$145277.00	\$159020.77
Superintendent Salary	\$270000.00	\$319442.91
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

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



Last updated: 1/8/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/8/24

Professional Development

Amethod Public Schools’ provide a plethora of opportunities for administrators to facilitate professional development sessions for teachers including full . AMPS provided site level training the first week of school on 8/1-8/10/23 (4 Days), 9/15/23 and 3/22/24, which are full days of PD. In addition, every Friday that school is in session is 1/2 Day of PD throughout the year. The organization creates valued partnerships with effective educational vendors who provide services that promote academic excellence. For instance, the organization partnered with Curriculum Associates who provides I-Ready digital academic platforms in Reading and Math, Lexia Learning, which is excellent for diverse populations, and TeachFX, an incredible service ONLY for teachers to monitor and improve their craft in the classroom, among many others. Each organization conducts "in-house" professional development for teachers and administrators, thus offering value added learning experience to teachers and administrators.

The utilization of these assets empower teachers to enhance academic performance in the classroom. More important, the above platforms provide a wealth of knowledge for formal and informal assessments, in addition to providing comprehensive information and statistics for data dives relative to lesson planning during professional development facilitated by administrators and teacher leaders. Overall, the information obtained affords BJE’s educators the opportunity to share pertinent performance information with parents of their students. This in turn promotes partnerships with all stakeholders, providing a conduit to collaborate on making improvements for growth and achievement (see table below for some professional development offered thus far).

BJE - Professional Development

- SIPPS - Program Overview & Lesson Components Lexia Learning & Implementation for Administrators
- I-Ready Diagnositic Data Dive Lexia Learning & Implementation for Teachers
- I-Ready Teacher Toolbox - Lesson Planning Teach FX - Implementation for Administrators
- I-Ready Diagnositic Data Dive Teach FX - Administrator Collaboration Workshop
- I-Ready Administration/Evaluation Training Teach FX - Teacher Classroom Discourse Data Dive
- Administration Teacher Development - Weekly on Tuesdays - Data Dives to assess student performance...

AMPS - Professional Development

- Vector Training
- Benefits & Compensation Sessions
- CPR - First Aid
- Human Resources - Presentation to Staff

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	18

Last updated: 1/15/24

Richmond Charter Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 1450 Marina Way South
Richmond, CA , 94804-
1718

Principal: Michelle Coleman

Phone: (510) 436-0172

Grade 6-8

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 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.

About This School

Michelle Coleman

📍 Principal, Richmond Charter Academy

About Our School

Michelle Coleman

Principal

Amethod Public Schools

Cell: (510) 374-8064

Email: mcoleman@amethodschools.org

Address: 1450 Marina Way South, Richmond, CA 94804

[Richmond Charter Academy](#)

Contact

Richmond Charter Academy

1450 Marina Way South

Richmond, CA 94804-1718

Phone: (510) 436-0172

Email: mcoleman@amethodschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

School Name	Richmond Charter Academy
Street	1450 Marina Way South
City, State, Zip	Richmond, CA , 94804-1718
Phone Number	(510) 436-0172
Principal	Michelle Coleman
Email Address	mcoleman@amethodschools.org
Website	www.amethodschools.org
County-District-School (CDS) Code	07617960126805

Last updated: 1/15/24

School Description and Mission Statement (School Year 2023–24)

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.?

Core Values

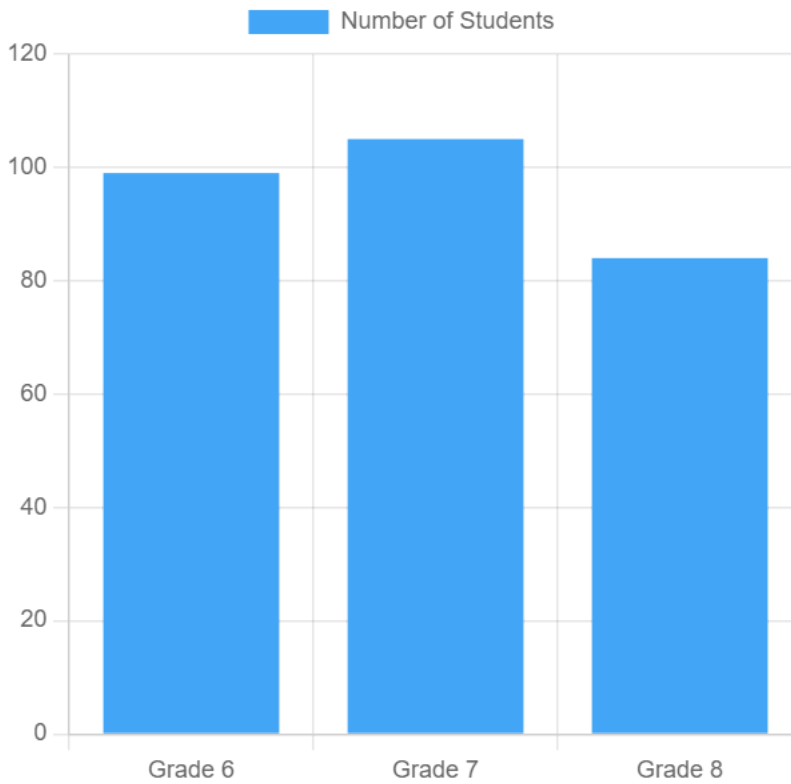
Our core values represent the pillars that guide the mission of the AMPS organization:

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

Last updated: 1/15/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	99
Grade 7	105
Grade 8	84
Total Enrollment	288



Last updated: 1/15/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.60%
Male	49.10%
Non-Binary	0.30%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.30%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	0.60%
Black or African American	4.00%
Filipino	0.30%
Hispanic or Latino	92.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.90%
White	2.20%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.30%
Students with Disabilities	9.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	2.70	30.56%	1159.10	82.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	11.11%	62.20	4.43%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	47.22%	106.60	7.60%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.60	3.54%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	11.11%	26.30	1.87%	18854.30	6.86%
Total Teaching Positions	9.00	100.00%	1403.90	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/15/24

Teacher Preparation and Placement (School Year 2021–22)

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)	1.50	21.43%	1150.10	75.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	59.40	3.90%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.50	78.57%	171.60	11.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	50.30	3.30%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	91.20	5.99%	15831.90	5.67%
Total Teaching Positions	7.00	100.00%	1522.80	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/15/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	2.50	0.00
Misassignments	1.70	5.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.20	5.50

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.40%	87.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	55.50%	25%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

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	Desmos	Yes	0
Science	Foss	Yes	0
History-Social Science	TCI		0
Foreign Language	Impact	Yes	0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/9/24

School Facility Conditions and Planned Improvements

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Last updated: 1/15/24

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: January 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary
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Last updated: 1/15/24

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

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	23%	19%	32%	32%	47%	46%
Mathematics (grades 3-8 and 11)	13%	9%	21%	22%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	319	99.07%	0.93%	19.12%
Female	163	160	98.16%	1.84%	28.13%
Male	158	158	100.00%	0.00%	10.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	13	12	92.31%	7.69%	16.67%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	295	293	99.32%	0.68%	18.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	113	100.00%	0.00%	1.77%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	271	269	99.26%	0.74%	17.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	32	100.00%	0.00%	0.00%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	319	99.07%	0.93%	9.09%
Female	163	160	98.16%	1.84%	8.13%
Male	158	158	100.00%	0.00%	10.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	13	12	92.31%	7.69%	8.33%
Filipino	--	--	--	--	--
Hispanic or Latino	295	293	99.32%	0.68%	7.85%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	113	100.00%	0.00%	2.65%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	271	269	99.26%	0.74%	8.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	32	100.00%	0.00%	3.13%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	10.47%	11.34%	18.49%	20.56%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	97	100.00%	0.00%	11.34%
Female	46	46	100.00%	0.00%	13.04%
Male	50	50	100.00%	0.00%	10.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	87	87	100.00%	0.00%	9.20%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	32	100.00%	0.00%	3.13%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	82	100.00%	0.00%	12.20%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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Last updated: 1/9/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/9/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/9/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	93%	93%	93%	93%	93%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Richmond Charter Academy takes pride in our connections with the community and families that entrust their scholars education with us. Parents are involved in monthly FST meetings, Coffee with the Admin team, and monthly special events nights for scholars and families. We communicate with parents weekly via ParentSquare.

State Priority: Pupil Engagement

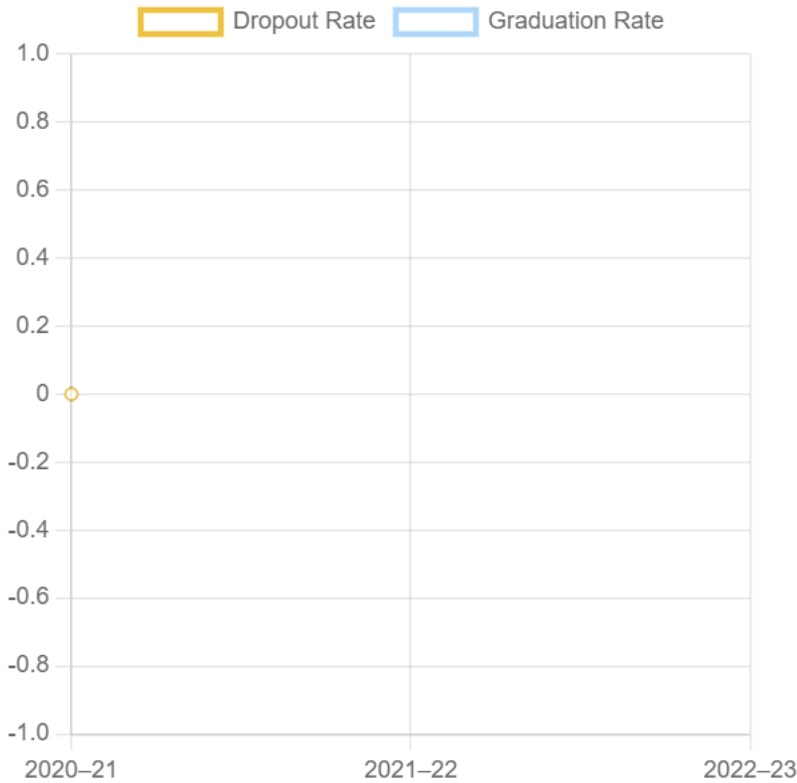
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate				5.8%	8.1%	9.3%	9.4%	7.8%	8.2%
Graduation Rate				84.1%	85.5%	85.0%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/15/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/15/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	335	329	70	21.3%
Female	170	167	33	19.8%
Male	164	161	37	23.0%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	2	0	0.0%
Black or African American	15	14	6	42.9%
Filipino	1	1	1	100.0%
Hispanic or Latino	305	301	61	20.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	3	3	1	33.3%
White	8	8	1	12.5%
English Learners	124	122	24	19.7%
Foster Youth	1	1	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	280	277	54	19.5%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	32	32	12	37.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	6.79%	9.85%	0.01%	3.97%	4.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.36%	0.00%	0.00%	0.04%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.85%	0.00%
Female	7.06%	0.00%
Male	12.20%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	20.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	9.51%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	12.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	10.36%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	21.88%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

The safety and security of our students and staff are one of our top priorities.

Our school's Comprehensive Safety Plan is reviewed and updated annually. 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 trainings 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 Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

Last updated: 1/15/24

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 2020–21)

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		12	
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 2021–22)

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	25.00		16	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	29.00	2	30	3
Other**	0.00	0	0	0

* 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 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		6	
Mathematics	28.00		6	
Science	28.00		6	
Social Science	28.00		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 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	5	3	
Mathematics	22.00	5	3	
Science	22.00	5	3	
Social Science	22.00	5	3	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	3	18	0
Mathematics	25.00	2	15	0
Science	26.00	0	8	0
Social Science	26.00	0	8	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.

Last updated: 1/15/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	324

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

Last updated: 1/15/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/15/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$77994.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/24

Types of Services Funded (Fiscal Year 2022–23)

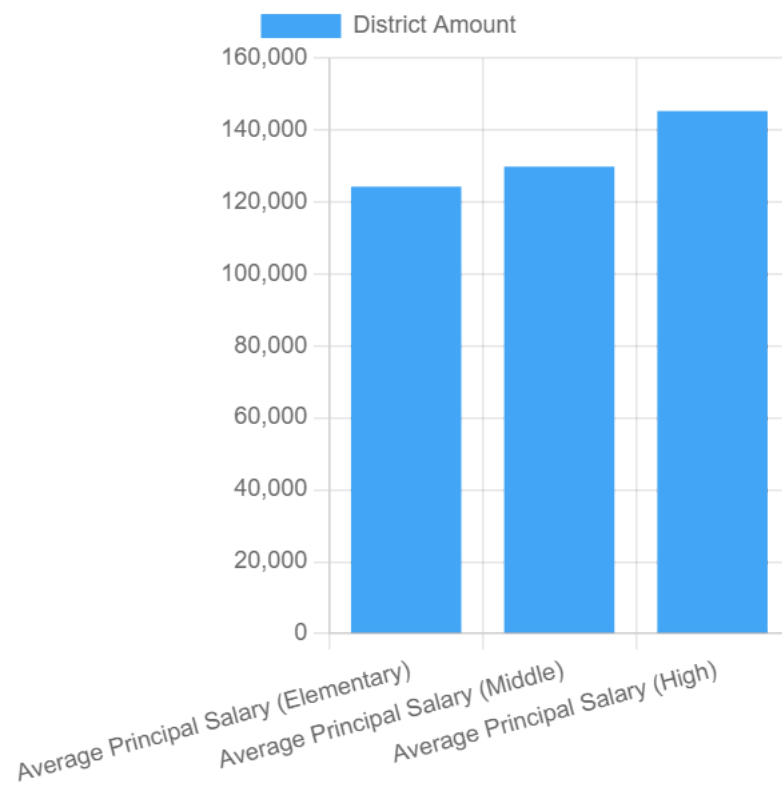
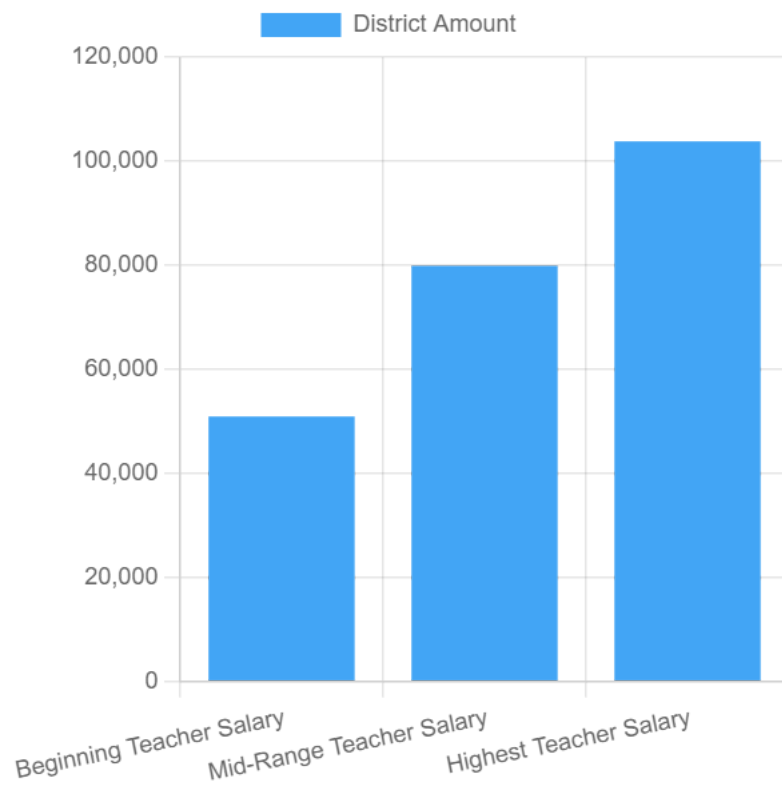
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Last updated: 1/15/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50922.00	\$55549.60
Mid-Range Teacher Salary	\$79887.00	\$80702.84
Highest Teacher Salary	\$103799.00	\$109417.68
Average Principal Salary (Elementary)	\$124259.00	\$137703.47
Average Principal Salary (Middle)	\$129831.00	\$143759.63
Average Principal Salary (High)	\$145277.00	\$159020.77
Superintendent Salary	\$270000.00	\$319442.91
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

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



Last updated: 1/15/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/15/24

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	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	18

Last updated: 1/15/24

John Henry High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 1402 Marina Way South
Richmond, CA , 94804-
2411

Principal: Jennifer Crocker, Site
Director

Phone: (510) 235-2439

Grade 9-12
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 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.

About This School

Jennifer Crocker, Site Director

📍 Principal, John Henry High

About Our School

Jennifer Crocker serves as the Site Director (Principal) for John Henry High School. This is Jennifer's 18th year in education and her 11th year as an Educational Leader. Jennifer's educational background includes working in Cobb County Schools, District of Columbia Public School, Philadelphia Charter Schools and New York City Charter Schools.

Prior to joining Amethod Public Schools, Jennifer served as the Director of Special Education for NYC Charter Schools. Jennifer has a strong knowledge base in working with diverse learners, students with disabilities, and utilizing data to drive instruction. She has worked with district and school level leadership by preparing and presenting assessment data results. As a leader, Jennifer strives to help educators deepen their understanding of their identity as it connects to all aspects of their work with children.

Jennifer is a proud alumna of Alabama State University where she graduated with a Bachelor's. She earned her Master's and Education Specialist from Central Michigan University.

Jennifer views education as a life-long process and expects that she will continue to learn much about the uniqueness of John Henry High School and serve the community of students and families represented in the city of Richmond.

Contact

John Henry High
1402 Marina Way South
Richmond, CA 94804-2411

Phone: [\(510\) 235-2439](tel:5102352439)

Email: jcrocker@amethodschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	SBE - John Henry High
Phone Number	(510) 235-2439
Superintendent	Mata, Jaime
Email Address	jmata@amethodschools.org
Website	http://jhhs.amethodschools.org

School Contact Information (School Year 2023–24)

School Name	John Henry High
Street	1402 Marina Way South
City, State, Zip	Richmond, CA , 94804-2411
Phone Number	(510) 235-2439
Principal	Jennifer Crocker, Site Director
Email Address	jcrocker@amethodschools.org
Website	www.amethodschools.org
County-District-School (CDS) Code	07773540132233

Last updated: 1/15/24

School Description and Mission Statement (School Year 2023–24)

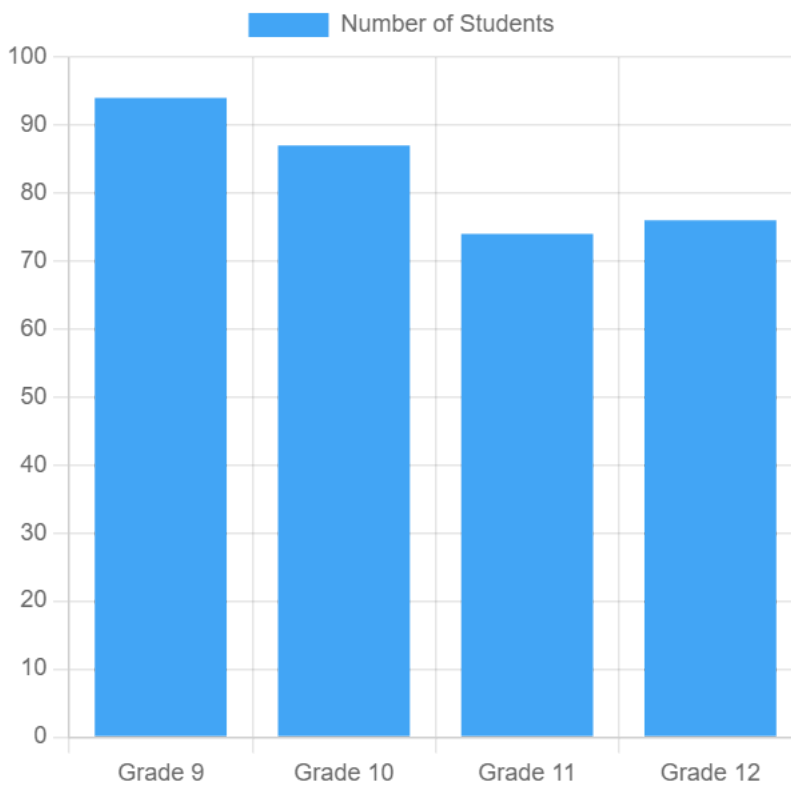
John Henry High School, we are committed to our students' academic success and developing a strong community of learners and leaders. Established in 2015, John Henry High is located in Richmond, CA on the same campus as Benito Juarez Elementary and Richmond Charter Academy. The school is named after 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 growing 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 by 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 for success beyond high school, while seeking to advance students motivation and belief on academic achievement in pursuit of a thriving future.

Last updated: 1/15/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	94
Grade 10	87
Grade 11	74
Grade 12	76
Total Enrollment	331



Last updated: 1/15/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	42.60%
Male	57.10%
Non-Binary	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.00%
Foster Youth	0.00%
Homeless	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	0.30%
Black or African American	3.60%
Filipino	0.00%
Hispanic or Latino	93.70%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.00%
White	1.20%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	83.70%
Students with Disabilities	11.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	5.90	42.21%	5.90	42.21%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.10	57.72%	8.10	57.72%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	18854.30	6.86%
Total Teaching Positions	14.10	100.00%	14.10	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/15/24

Teacher Preparation and Placement (School Year 2021–22)

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)	9.30	52.50%	9.30	52.50%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	4.49%	0.80	4.49%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.60	42.96%	7.60	42.96%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
Total Teaching Positions	17.80	100.00%	17.80	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/15/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	3.00	0.00
Misassignments	5.20	7.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.10	7.60

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	43.00%	48%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	32.80%	11.1%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard/College Board Writing America: Language and Composition in Context AP Edition 12th Expository Reading and Writing The Bedford Introduction to Literature Inside the USA (Newcomers) English 3D	Yes	0
Mathematics	CPM Educational Programs: Algebra 1, Geometry, Algebra 2 PreCalculus: Calculus 1 with Precalculus - Houghton Mifflin Harcourt Calculus: Early Transcendental Functions		0
Science	Modern Chemistry Biology: The Dynamics of Life Glencoe Glencoe Physical Science AP College Physics- Second Edition		0
History-Social Science	World's History 5th Ed - Spodek The American Pageant 14th Ed - Cengage Learning		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	The Challenge of Democracy: Government in America 9th Ed Mifflin Harcourt Psychology: AP Edition TCI: History Alive TCI: Economics - Fall 2020		
Foreign Language	Houghton Mifflin Harcourt: Spanish 1, Spanish 2, Spanish 3, Spanish 4 - Temas: AP Spanish Edition	Yes	0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/15/24

School Facility Conditions and Planned Improvements

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Last updated: 1/15/24

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: January 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary
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Last updated: 1/15/24

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

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	45%	26%	45%	26%	47%	46%
Mathematics (grades 3-8 and 11)	9%	10%	9%	10%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/16/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	73	97.33%	2.67%	26.03%
Female	38	37	97.37%	2.63%	29.73%
Male	37	36	97.30%	2.70%	22.22%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	71	69	97.18%	2.82%	26.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	27	26	96.30%	3.70%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	61	96.83%	3.17%	21.31%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	73	97.33%	2.67%	9.59%
Female	38	36	94.74%	5.26%	8.33%
Male	37	37	100.00%	0.00%	10.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	71	69	97.18%	2.82%	10.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	27	26	96.30%	3.70%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	61	96.83%	3.17%	9.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**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 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
Science (grades 5, 8, and high school)	13.71%	10.77%			29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	65	92.86%	7.14%	10.77%
Female	29	25	86.21%	13.79%	8.00%
Male	41	40	97.56%	2.44%	12.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	66	61	92.42%	7.58%	11.48%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	16	13	81.25%	18.75%	7.69%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	56	51	91.07%	8.93%	11.76%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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Last updated: 1/15/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	13
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: 1/15/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	82.26%

Last updated: 1/15/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

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

Opportunities for Parental Involvement (School Year 2023–24)

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 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 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

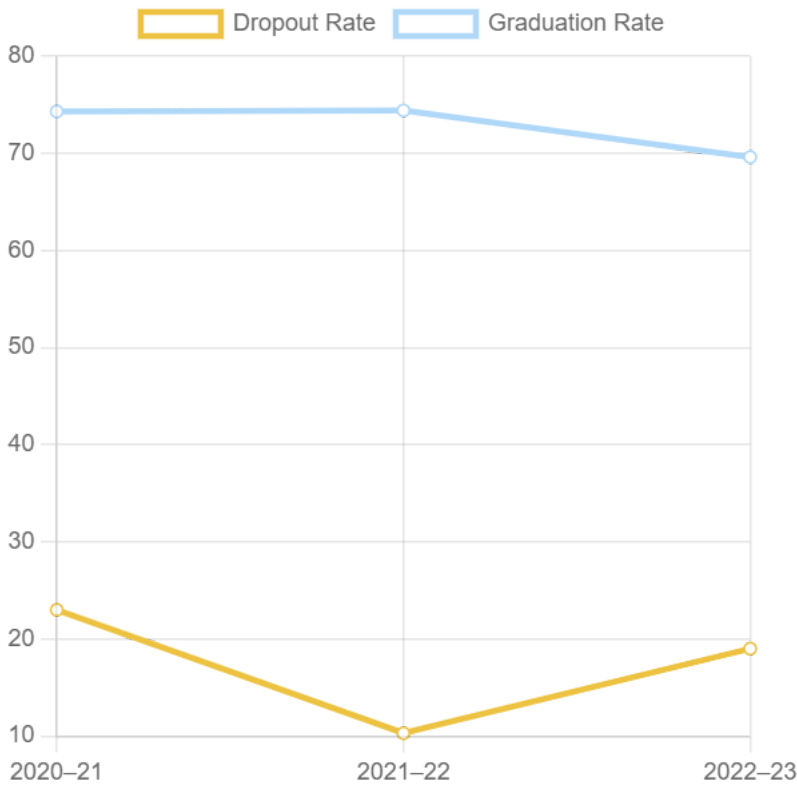
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	23%	10.3%	19.0%	23%	10.3%	19.0%	9.4%	7.8%	8.2%
Graduation Rate	74.3%	74.4%	69.6%	74.3%	74.4%	69.6%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/15/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	79	55	69.6%
Female	30	23	76.7%
Male	49	32	65.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	73	52	71.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	29	15	51.7%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	75	52	69.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/15/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	382	364	23	6.3%
Female	169	159	14	8.8%
Male	211	203	7	3.4%
Non-Binary	2	2	2	100.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	1	1	0	0.0%
Black or African American	16	15	1	6.7%
Filipino	0	0	0	0.0%
Hispanic or Latino	352	339	19	5.6%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	0	0	0	0.0%
White	5	5	0	0.0%
English Learners	139	129	13	10.1%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	311	299	18	6.0%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	49	46	4	8.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	6.72%	4.71%	0.00%	6.72%	4.71%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.71%	0.00%
Female	2.96%	0.00%
Male	6.16%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	12.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.26%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	5.04%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.79%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.16%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/15/24

School Safety Plan (School Year 2023–24)

The safety and security of our students and staff are one of our top priorities.

Our school's Comprehensive Safety Plan is reviewed and updated annually. . 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 trainings 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 Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

Last updated: 1/15/24

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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	6	7	2
Mathematics	23.00	5	7	
Science	24.00	4	6	
Social Science	25.00	3	10	1

* 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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	8	10	
Mathematics	24.00	5	7	1
Science	25.00	4	8	
Social Science	26.00	2	13	

* 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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	8	9	2
Mathematics	19.00	13	3	0
Science	20.00	6	3	0
Social Science	24.00	4	8	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.

Last updated: 1/15/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	331

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

Last updated: 1/15/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/15/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/24

Types of Services Funded (Fiscal Year 2022–23)

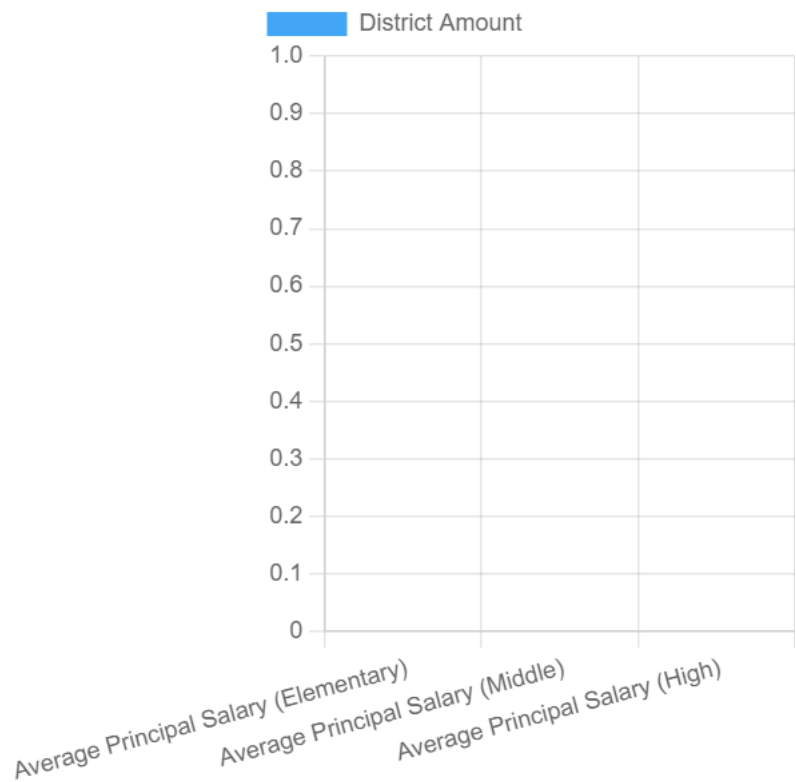
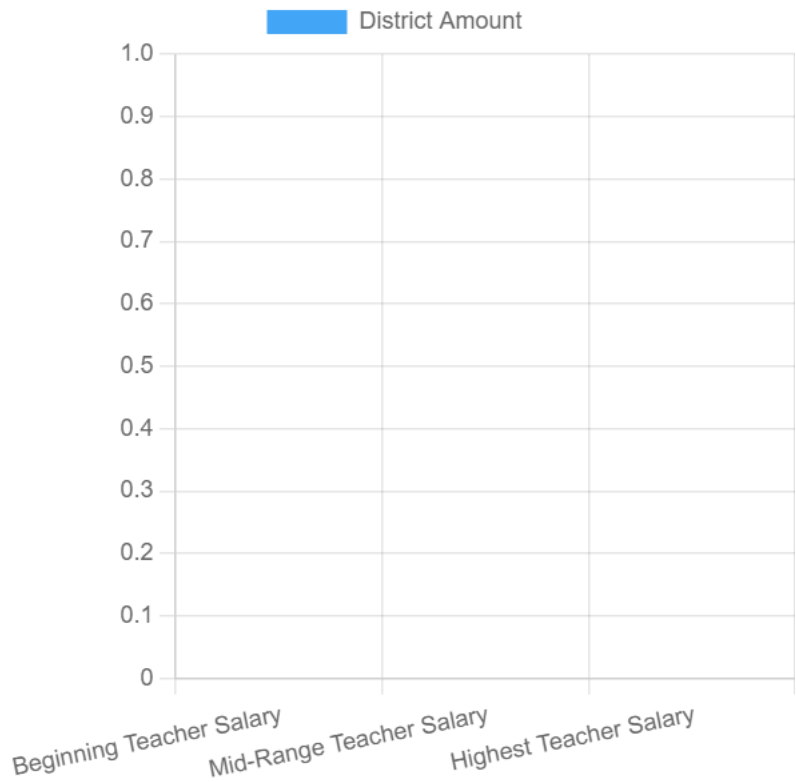
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Last updated: 1/15/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$0.00	\$0.00
Mid-Range Teacher Salary	\$0.00	\$0.00
Highest Teacher Salary	\$0.00	\$0.00
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$0.00
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$0.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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



Last updated: 1/15/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 30.7 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	8

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

Last updated: 1/15/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	18

Last updated: 1/15/24

Oakland Charter Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	4215 Foothill Blvd. Oakland, CA , 94601-1404	Principal:	Phillip Ellingberg, Site Director
Phone:	(510) 532-6751	Grade	6-8
		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 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.

About This School

Phillip Ellingberg, Site Director

📍 Principal, Oakland Charter Academy

About Our School

Dear Parents and Community Members of Oakland Charter Academy,

I am Philip Ellingberg, Oakland Charter Academy's new Site Director. As a native son of Oakland I am overjoyed at the opportunity given to me to become OCA's Leader. As the flagship campus of Amethod Public Schools (AMPS) we have a duty to be our network's north-star for student achievement and post-secondary outcomes. Though I have knowledge of the challenges that confront students in urban areas first hand, our path to enhanced, coordinated, and globally beneficial curricular programs revolves around our ability to work together to recognize models and programs that have brought success while considering the unique conditions and needs of each student.

At Oakland Charter Academy (OCA), we are very committed to the academic success of your child. We are also deeply invested in seeing your child grow into a responsible and caring member of our community. It is my priority that we create a supportive learning community and help students in developing self-awareness and self-management, building relationships, and solving conflicts. I have very much enjoyed working with your children thus far and look forward to finishing this year in strong fashion.

Warmly and with Panther Pride,

Dr. Ellingberg
Site Director
AMPS Oakland Charter Academy

Contact

Oakland Charter Academy
4215 Foothill Blvd.
Oakland, CA 94601-1404

Phone: [\(510\) 532-6751](tel:5105326751)

Email: pellingberg@amethodschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org
School Contact Information (School Year 2023–24)	
School Name	Oakland Charter Academy
Street	4215 Foothill Blvd.
City, State, Zip	Oakland, CA , 94601-1404
Phone Number	(510) 532-6751
Principal	Phillip Ellingberg, Site Director
Email Address	pellingberg@amethodschools.org
Website	www.amethodschools.org
County-District-School (CDS) Code	01612596111660

Last updated: 1/10/24

School Description and Mission Statement (School Year 2023–24)

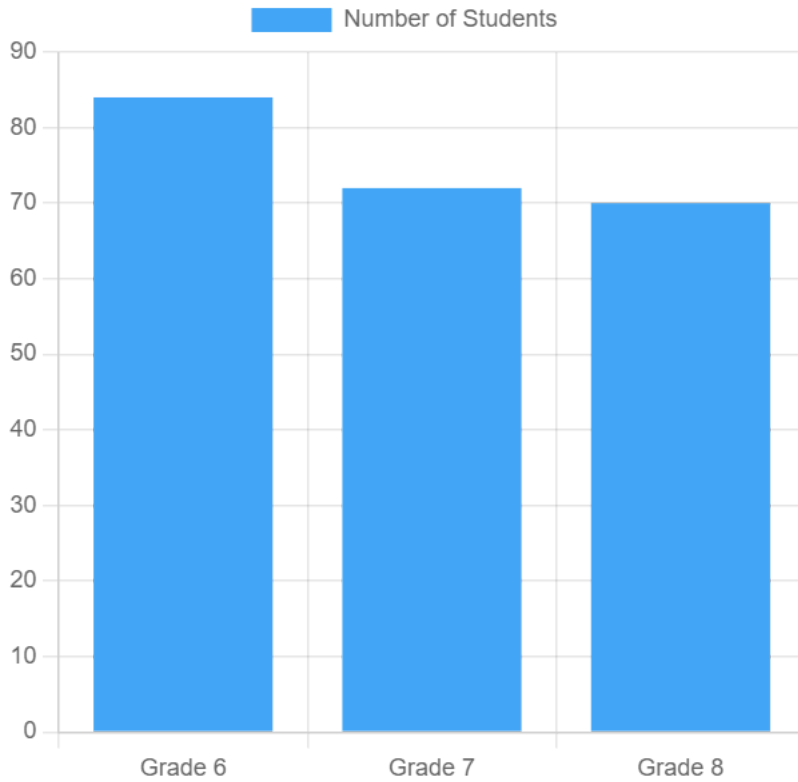
?Oakland Charter Academy serves 250 students from 6th through 8th grade. We provide our students with a
 ?rigorous academic program in order to maximize their opportunities for success in a college or
 ?four-year university. We strive to create a community of lifelong learners who are responsible,
 ?intelligent, 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 Oakland. The student population mirrors the diverse community that we serve. The majority of our

?students qualify for the free or reduced lunch program.
?

Last updated: 1/10/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	84
Grade 7	72
Grade 8	70
Total Enrollment	226



Last updated: 1/10/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	58.00%
Male	42.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	55.80%
Foster Youth	0.40%
Homeless	0.00%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	1.80%
Black or African American	4.00%
Filipino	0.00%
Hispanic or Latino	86.70%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	0.00%
White	6.20%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.50%
Students with Disabilities	10.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	2.50	25.03%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.70	17.52%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.70	57.46%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	9.90	100.00%	2598.40	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/10/24

Teacher Preparation and Placement (School Year 2021–22)

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)	3.70	34.45%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.60	23.64%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	41.73%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	11.00	100.00%	2573.20	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/10/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	0.00
Misassignments	4.70	4.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.70	4.50

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00%	42.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	36.10%	18.5%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Spring Board	Yes	0
Mathematics	Desmos	Yes	0
Science	FOSS Science	Yes	0
History-Social Science	History Alive	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/15/24

School Facility Conditions and Planned Improvements

?The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.?

Last updated: 1/15/24

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: December 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Good
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Last updated: 1/15/24

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

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	14%	14%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	14%	14%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/16/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	214	98.62%	1.38%	13.55%
Female	127	124	97.64%	2.36%	17.74%
Male	90	90	100.00%	0.00%	7.78%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	188	186	98.94%	1.06%	12.90%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	16.67%
English Learners	118	116	98.31%	1.69%	1.72%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	197	194	98.48%	1.52%	12.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	0.00%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	216	99.54%	0.46%	14.35%
Female	127	126	99.21%	0.79%	15.08%
Male	90	90	100.00%	0.00%	13.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	188	187	99.47%	0.53%	12.83%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	50.00%
English Learners	118	117	99.15%	0.85%	5.13%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	197	196	99.49%	0.51%	14.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	0.00%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**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 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
Science (grades 5, 8, and high school)	11.39%	7.35%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	68	98.55%	1.45%	7.35%
Female	42	41	97.62%	2.38%	7.32%
Male	27	27	100.00%	0.00%	7.41%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	65	64	98.46%	1.54%	7.81%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	33	32	96.97%	3.03%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	64	63	98.44%	1.56%	6.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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Last updated: 1/15/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/15/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/15/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

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

Opportunities for Parental Involvement (School Year 2023–24)

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. ?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

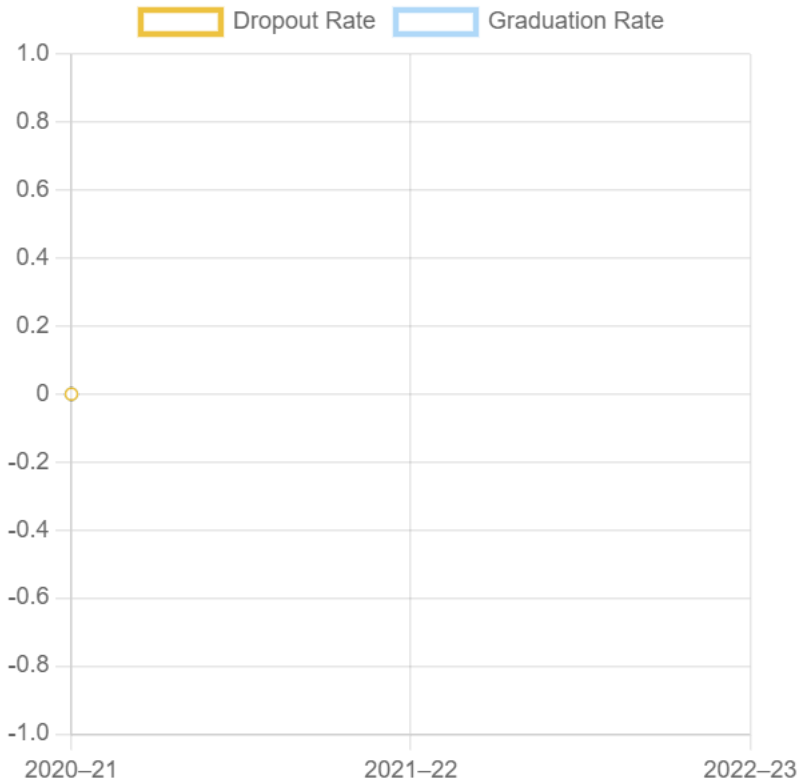
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate				11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate				77.1%	78.8%	79.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/15/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/15/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	238	231	110	47.6%
Female	140	136	65	47.8%
Male	98	95	45	47.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	4	4	1	25.0%
Black or African American	11	11	7	63.6%
Filipino	0	0	0	0.0%
Hispanic or Latino	205	200	96	48.0%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	0	0	0	0.0%
White	13	12	5	41.7%
English Learners	131	128	62	48.4%
Foster Youth	1	1	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	214	210	100	47.6%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	24	24	13	54.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	3.92%	0.42%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42%	0.00%
Female	0.00%	0.00%
Male	1.02%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.49%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.76%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.47%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/15/24

School Safety Plan (School Year 2023–24)

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 (FST) as well as to the AMPS Board of Governance. 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: Philip Ellingberg

School Site: Oakland Charter Academy

School Address: 4215 Foothill Blvd. Oakland, CA 94601

Site Director School Phone: (510) 532-6751

Site Director Email Address: pellingberg@amethodschools.org

Last updated: 1/15/24

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 2020–21)

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	27.00		12	
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 2021–22)

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	26.00		18	
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	26.00	1	21	0
Other**	0.00	0	0	0

* 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 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		6	
Mathematics	28.00		6	
Science	28.00		6	
Social Science	28.00		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 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		6	
Mathematics	28.00		6	
Science	28.00		6	
Social Science	28.00		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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	1	9	0
Mathematics	24.00	1	9	0
Science	24.00	1	5	0
Social Science	23.00	3	7	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.

Last updated: 1/15/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/15/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/15/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/24

Types of Services Funded (Fiscal Year 2022–23)

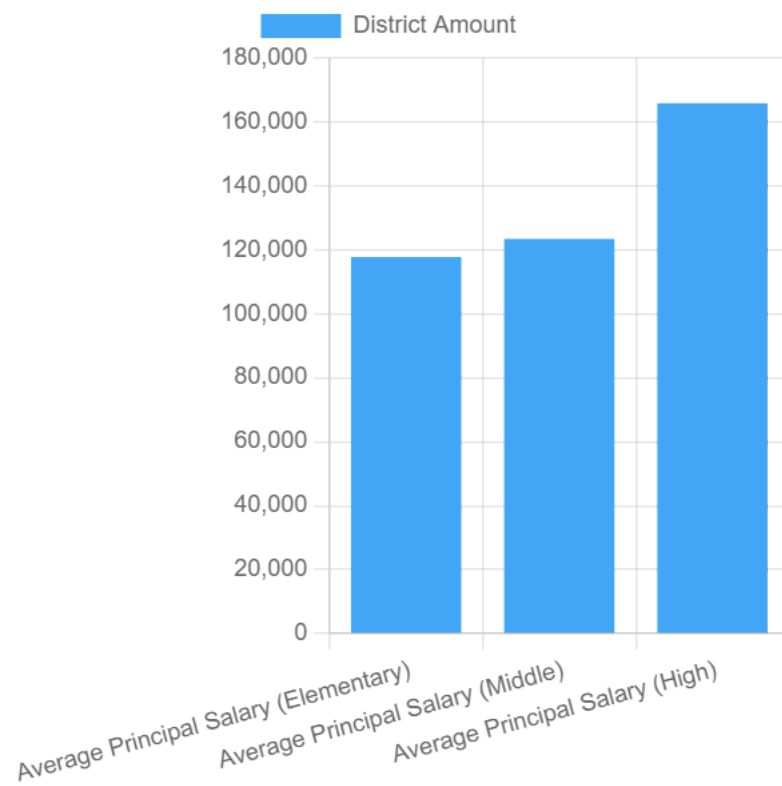
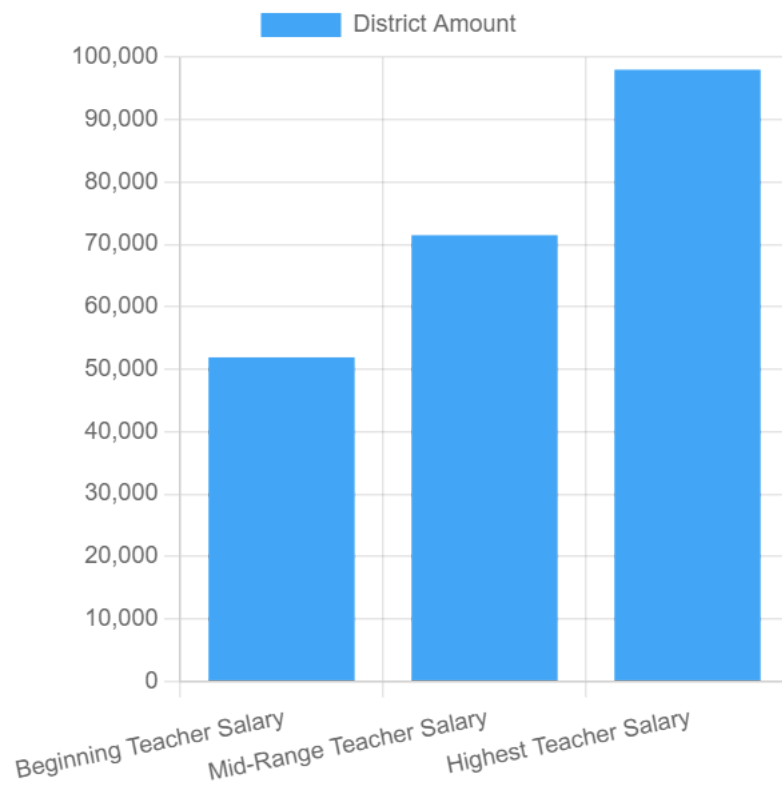
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Last updated: 1/15/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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



Last updated: 1/15/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/15/24

Professional Development

Finding the time and resources for ongoing professional development is a troublesome issue for public schools. However, the development and improvement of teachers is an essential component to successful students. One innovative solution we utilize at OCA is to offer teacher training and professional development from within. A key aspect of the Amethod Public School system has been the implementation of an in-house professional development and Instructional Leadership Team that has enabled Amethod schools to mentor new teachers who may be concurrently enrolled in a state-approved credential program to also receive in-house assistance and information from seasoned or veteran faculty and administration. By capitalizing on the expertise of members from within, we offer a professional development tailored to our specific school’s culture and needs.

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.

The Instructional Leadership Team, composed of teachers and administrators, meet throughout the regular school year to discuss the topics and resources that will be focused on during initial summer training sessions. Instructional leaders also discuss other school-wide policies that need revisiting. The table below provides an overview of some of the topics implemented for staff development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	18

Last updated: 1/15/24

Downtown Charter Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	2000 Dennison St. Oakland, CA , 94606-5201	Principal:	Claudia Lee, Site Administrator
Phone:	(510) 535-1580	Grade	6-8
		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 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.

About This School

Claudia Lee, Site Administrator

📍 Principal, Downtown Charter Academy

About Our School _____

Contact _____

Downtown Charter Academy
2000 Dennison St.
Oakland, CA 94606-5201

Phone: [\(510\) 535-1580](tel:5105351580)

Email: cllee@amethodschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2023–24)

School Name	Downtown Charter Academy
Street	2000 Dennison St.
City, State, Zip	Oakland, CA , 94606-5201
Phone Number	(510) 535-1580
Principal	Claudia Lee, Site Administrator
Email Address	cllee@amethodschools.org
Website	www.amethodschools.org
County-District-School (CDS) Code	01612590129635

Last updated: 12/18/23

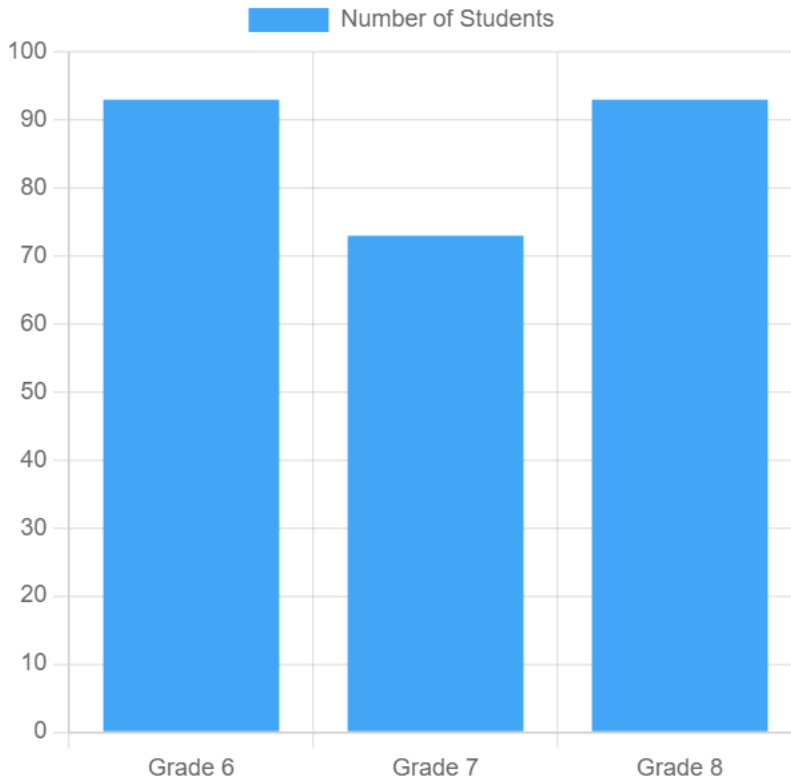
School Description and Mission Statement (School Year 2023–24)

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: 1/15/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	93
Grade 7	73
Grade 8	93
Total Enrollment	259



Last updated: 1/12/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.90%
Male	52.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	75.70%
Black or African American	4.60%
Filipino	1.50%
Hispanic or Latino	15.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.20%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.20%
Students with Disabilities	11.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	5.00	35.71%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	14.29%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	50.00%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	14.00	100.00%	2598.40	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

Teacher Preparation and Placement (School Year 2021–22)

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)	6.60	46.25%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.60	11.53%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	42.08%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	14.40	100.00%	2573.20	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/12/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	2.00	0.00
Misassignments	5.00	6.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.00	6.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	36.00%	41.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50.00%	9.4%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: October 2023

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	DESMOS	Yes	0
Science	FOSS Science	Yes	0
History-Social Science	History Alive	Yes	0
Foreign Language	N/A		0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/15/24

School Facility Conditions and Planned Improvements

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

Last updated: 1/15/24

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: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	A few repairs are scheduled next week.
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: December 2023

Overall Rating	Good
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Last updated: 1/15/24

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

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	71%	68%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	62%	65%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/13/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	256	98.84%	1.16%	68.24%
Female	124	122	98.39%	1.61%	74.59%
Male	135	134	99.26%	0.74%	62.41%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	194	193	99.48%	0.52%	75.65%
Black or African American	12	12	100.00%	0.00%	41.67%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	42	40	95.24%	4.76%	40.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	57	96.61%	3.39%	24.56%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	200	197	98.50%	1.50%	68.02%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	20.69%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	258	99.61%	0.39%	65.37%
Female	124	123	99.19%	0.81%	65.57%
Male	135	135	100.00%	0.00%	65.19%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	194	193	99.48%	0.52%	77.20%
Black or African American	12	12	100.00%	0.00%	25.00%
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00%	0.00%	24.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	59	100.00%	0.00%	41.38%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	200	199	99.50%	0.50%	66.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	30	100.00%	0.00%	27.59%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	55.88%	59.34%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	91	98.91%	1.09%	59.34%
Female	44	43	97.73%	2.27%	53.49%
Male	48	48	100.00%	0.00%	64.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	69	68	98.55%	1.45%	69.12%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00%	0.00%	31.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00%	0.00%	14.29%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	72	71	98.61%	1.39%	60.56%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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Last updated: 1/12/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/12/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/12/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

At Downtown Charter Academy we value Physical Education and all students in grades 6, 7, and 8 participate, The California Fitness Test is given the 7th graders, as per California Department of Education legislation.

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/15/24

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

Opportunities for Parental Involvement (School Year 2023–24)

We have sought input from parents in decision-making and promoted parent participation in programs during our formal Family-Staff-Team, FST meetings. These meetings occur 8 times per year. During these times, we specifically asked parents to participate in the adoption of the school’s LCAP and collect input for the G-1 Grant and any other important report and activity

happening at the school. Four (4) of these FST meetings happen in person and 4 online.

In addition to the regular FST meetings, we have 12 other meetings with parents where administrators and teachers offer workshops on topics important to families like mental health, academic support at home and equity. We also have informal coffee and tea with parents to plan school events, share data, and collaborate on planning the school priorities, goals and action plans.

One area for improvement this year is parent access to the communication tools available to them. We are working hard to support parents' tech literacy this year so that 100% of them can use Parent-Square, PowerSchool and Google Classroom to be informed of students' performance, provide input, and communicate with teachers and administrators on a regular basis.

Families that belong to underrepresented groups actively engage and participate in school at a greater rate than other groups. We make specific efforts to reach out to families from underrepresented groups so that they can voice their concerns and provide input and ideas for programming. Last year for example, we created the Black and African American Roundtable to discuss enrollment and representation.

?

Parents who wish to volunteer in school events and activities and can't attend FST meetings should contact the following staff members:

Sean Johannessen

School Registrar

sjohannessen@amethodschools.org

Lewan Yang

Administrative Assistant

lyang@amethodschools.org

State Priority: Pupil Engagement

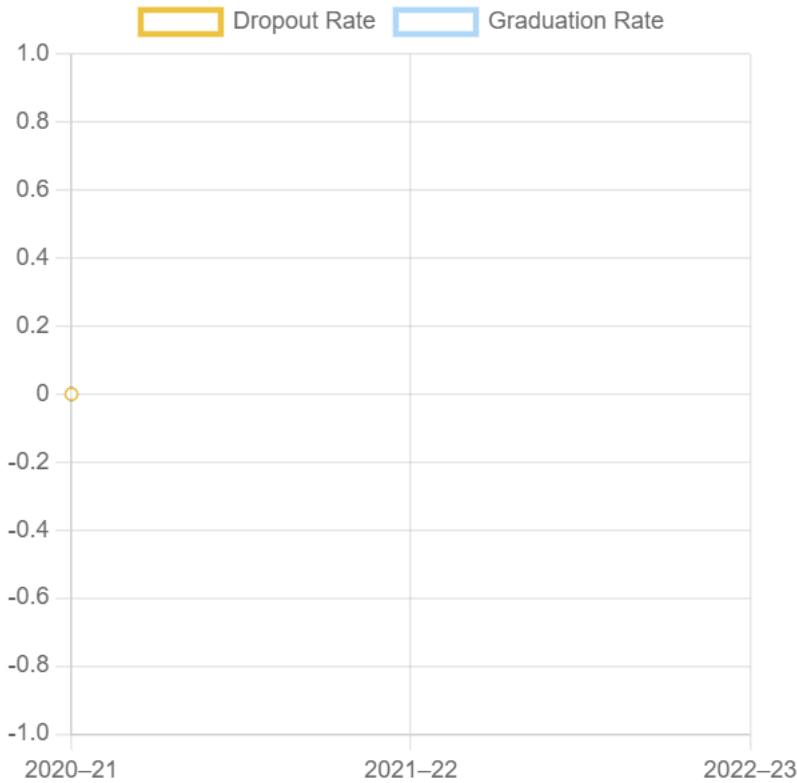
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate				11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate				77.1%	78.8%	79.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/12/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/12/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	263	261	16	6.1%
Female	126	125	8	6.4%
Male	137	136	8	5.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	197	196	1	0.5%
Black or African American	13	12	2	16.7%
Filipino	4	4	0	0.0%
Hispanic or Latino	42	42	11	26.2%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	3	3	0	0.0%
White	1	1	0	0.0%
English Learners	81	81	10	12.3%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	201	200	9	4.5%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	32	32	5	15.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/12/24

School Safety Plan (School Year 2023–24)

1. School Profile:

Downtown Charter Academy serves 260 students from 6th through 8th grades. We provide our students with a rigorous academic program in order to maximize their opportunities for success in high school and beyond. 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 primarily serves youth from the surrounding community and the larger City of Oakland, as well as a small percentage of students from other cities in Alameda County. The student population mirrors the diverse community that we serve. Nearly 80% of students are socioeconomically disadvantaged.

Downtown Charter Academy is a top ranked middle school in California. In recent years DCA was recognized by The California Department of Education as a Distinguished School for the high academic performance, low suspension rate and low chronic absenteeism. Our approach is simple: rigorous academics and hard work. Downtown Charter Academy is committed to putting all students on a college preparatory academic track.

1. 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.

1. 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.

1. Description of School Facilities:

There are two school ground-floor entry and one second floor entry-- accessible by an exterior staircase-- on the school portion of the building. There is a locked gate protecting access to one ground floor and the second floor entry doors. The gate and school main 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.

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 2023-2024 school year was shared with:

- **Parents on the FST on Oct. 12, 2023**
- **All school staff will have access to the plan after it is shared with the AMPS governing board on 09/20/23**
- **Communicated to the following entities:**
 - **Law Enforcement Agencies (by Operations and Compliance Manager)**
 - **Local Fire Stations (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.

Last updated: 1/15/24

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	27.00	0	4	0
Other**	27.00	0	8	0

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	24.00	0	4	0
Other**	22.00	0	8	0

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	23.00	0	28	0
Other**	0.00	0	0	0

* 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 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	0	8	0
Mathematics	27.00	0	8	0
Science	27.00	0	8	0
Social Science	27.00	0	8	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	8	0	0
Mathematics	22.00	8	0	0
Science	22.00	8	0	0
Social Science	22.00	8	0	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	5	3	0
Mathematics	21.00	5	3	0
Science	21.00	5	3	0
Social Science	21.00	5	3	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.

Last updated: 1/12/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/12/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/12/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/24

Types of Services Funded (Fiscal Year 2022–23)

At Downtown Charter Academy we analyze data from the SBAC and ELPAC results, IEP evaluations, individualized MAP progress reports, unit assessments, quizzes, observations, teachers, parents, and students' input through surveys and anecdotal records to assess Tier 1 and 2 and English Learners needs.

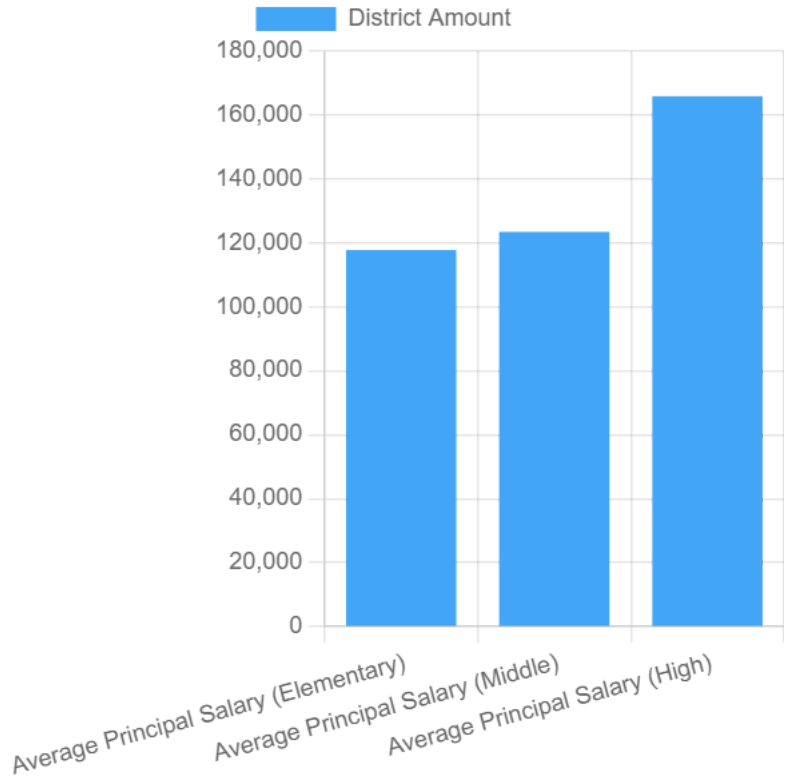
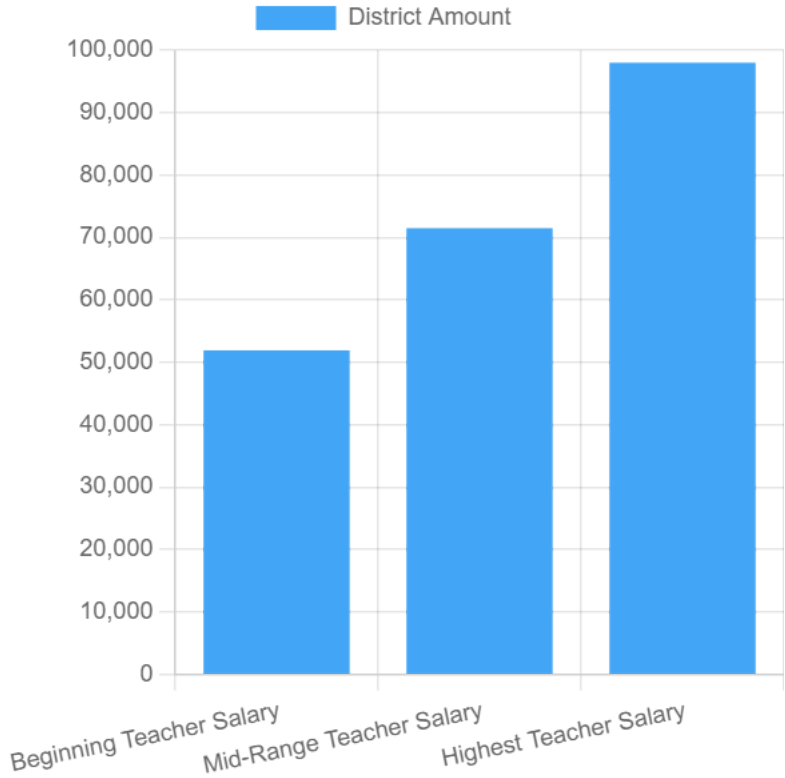
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Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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



Last updated: 1/12/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/12/24

Professional Development

Finding the time and resources for ongoing professional development is a troublesome issue for public schools. However, the development and improvement of teachers is an essential component to successful students. One innovative solution we utilize at JHHS is to offer teacher training and professional development from within. A key aspect of the Amethod Public School system has been the implementation of in-house professional development and Instructional Leadership Team that has enabled Amethod schools to mentor new teachers who may be concurrently enrolled in a state-approved credential program to also receive in-house assistance and information from seasoned or veteran faculty and administration. By capitalizing on the expertise of members from within, we offer a professional development tailored to our specific school’s culture and needs.

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.

The Instructional Leadership Team, composed of teachers and administrators, meet throughout the regular school year to discuss the topics and resources that will be focused on during initial summer training sessions. Instructional leaders also discuss other school-wide policies that need revisiting. The table below provides an overview of some of the topics implemented for staff development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	18

Last updated: 1/15/24

Oakland Charter High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	2365 Coolidge Ave Oakland, CA , 94601-2630	Principal:	Jasmine Nash, School Administrator
Phone:	(510) 436-0111	Grade	9-12
		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 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.

About This School

Jasmine Nash, School Administrator

📍 Principal, Oakland Charter High

About Our School



Contact

Oakland Charter High
2365 Coolidge Ave
Oakland, CA 94601-2630

Phone: [\(510\) 436-0111](tel:5104360111)
Email: jnash@amethodschools.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2023–24)

School Name	Oakland Charter High
Street	2365 Coolidge Ave
City, State, Zip	Oakland, CA , 94601-2630
Phone Number	(510) 436-0111
Principal	Jasmine Nash, School Administrator
Email Address	jnash@amethodschools.org
Website	www.amethodschools.org
County-District-School (CDS) Code	01612590114868

Last updated: 1/15/24

School Description and Mission Statement (School Year 2023–24)

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.?

Core Values

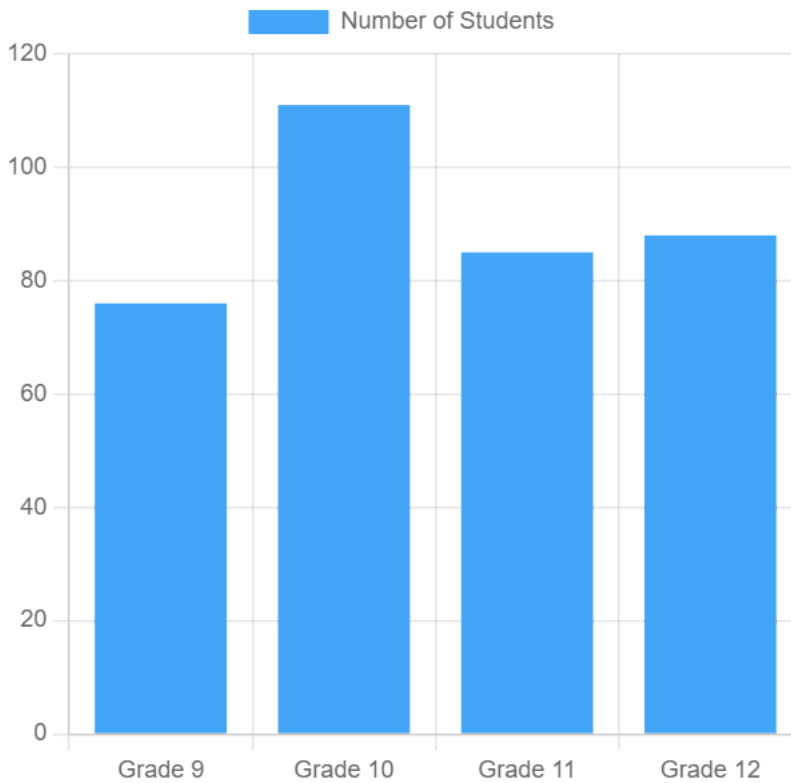
Our core values represent the pillars that guide the mission of the AMPS organization:

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

Last updated: 1/15/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	76
Grade 10	111
Grade 11	85
Grade 12	88
Total Enrollment	360



Last updated: 1/15/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.60%
Male	50.40%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	24.00%
Foster Youth	0.20%
Homeless	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.50%
Asian	29.30%
Black or African American	5.00%
Filipino	1.20%
Hispanic or Latino	62.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.70%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	86.10%
Students with Disabilities	9.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	17.50	70.35%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.40	9.96%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	14.65%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	1.20	5.00%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	24.90	100.00%	2598.40	100.00%	274759.10	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

Teacher Preparation and Placement (School Year 2021–22)

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)	13.00	65.25%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.40	7.30%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.60	23.40%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.80	4.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	20.00	100.00%	2573.20	100.00%	279044.80	100.00%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/9/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.60	0.00
Misassignments	2.90	4.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	4.60

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.60%	39.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.90%	21.4%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard/College Board Writing America: Language and Composition in Context AP Edition 12th Expository Reading and Writing (CSU) The Bedford Introduction to Literature 10th Ed - Bedford Inside the USA (Newcomers) English 3D - Houghton Mifflin Harcourt		0
Mathematics	CPM Educational Programs: Algebra 1, Geometry, Algebra 2 PreCalculus: Calculus 1 with Precalculus - Houghton Mifflin Harcourt Calculus: Early Transcendental Functions 6th Ed - Larson & Edwards?		0
Science	Modern Chemistry - Holt, Rhinehardt & Winston Biology: The Dynamics of Life Glencoe Glencoe Physical Science - McGraw-Hill Physics - Holt		0
History-Social Science	The World's History 5th Ed - Spodek		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	The American Pageant 14th Ed - Cengage Learning The Challenge of Democracy: Government in America 9th Ed - Houghton Mifflin Harcourt Psychology: AP Edition TCI: History Alive TCI: Economics		
Foreign Language	Spanish 1, Spanish 2, Spanish 3, Spanish 4 - Houghton Mifflin Harcourt Temas: AP Spanish Edition - VHL French: T'es branché: Level 1, Level 2 - Carnegie Learning		0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/15/24

School Facility Conditions and Planned Improvements

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: December 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Good
----------------	------

Last updated: 1/15/24

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

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	68%	46%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	38%	26%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/16/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
 state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	97	100.00%	0.00%	46.39%
Female	40	40	100.00%	0.00%	45.00%
Male	57	57	100.00%	0.00%	47.37%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	27	27	100.00%	0.00%	74.07%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	61	61	100.00%	0.00%	37.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	20	20	100.00%	0.00%	5.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	87	87	100.00%	0.00%	43.68%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	97	100.00%	0.00%	25.77%
Female	40	40	100.00%	0.00%	25.00%
Male	57	57	100.00%	0.00%	26.32%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	27	27	100.00%	0.00%	55.56%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00%	0.00%	13.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	20	20	100.00%	0.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	87	87	100.00%	0.00%	25.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/24

**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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	23.66%	22.02%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	109	100.00%	0.00%	22.02%
Female	58	58	100.00%	0.00%	22.41%
Male	51	51	100.00%	0.00%	21.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	39	39	100.00%	0.00%	46.15%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00%	0.00%	10.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	94	94	100.00%	0.00%	21.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

We are looking to add more CTE classes at Oakland Charter High.

Last updated: 1/9/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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: 1/9/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/9/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Oakland Charter High School's community nights are planned at the beginning of the year with input from community members and school personnel and placed in the family calendar. For the 21-22 year, all Community Nights were planned for the 3rd Wednesday of each month. This provides additional avenues for parents/guardians to participate and provide feedback on the climate and culture of

OCHS. Our meeting also includes topics such as Social Emotional Learning (SEL), post-secondary initiatives (College, FAFSA Nights and Dream Act) and student achievement and performance indicators. Our Community Nights include members of the Family-Staff Success Team (FST); the team members give input on school fiscal, governance, or any other policy decisions, which meets bi-monthly, usually on the fourth Tuesday of each month. Updates are available on the OCHS website, and bulletins with quarter and semester grades are sent electronically and by mail. In accordance with the Brown Act, OCHS's Community Meetings and Amethod Public Schools board meetings are open to the public, and participation is available electronically and physically at the school sites.

State Priority: Pupil Engagement

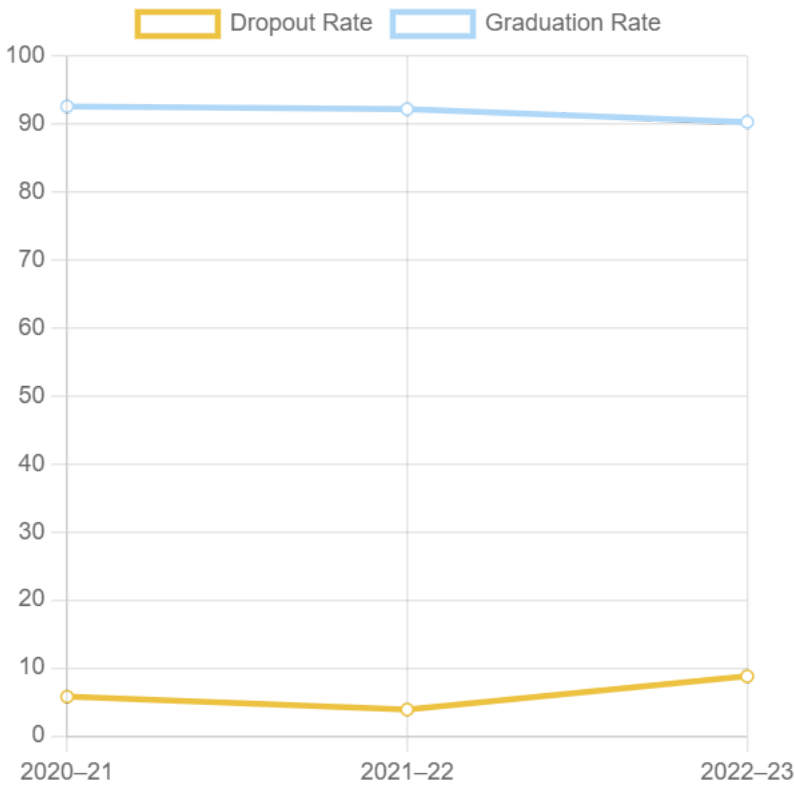
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	5.8%	3.9%	8.8%	11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate	92.6%	92.2%	90.3%	77.1%	78.8%	79.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	113	102	90.3%
Female	58	52	89.7%
Male	55	50	90.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	36	33	91.7%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	63	57	90.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	15	13	86.7%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	106	96	90.6%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	11	10	90.9%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	451	435	101	23.2%
Female	228	217	64	29.5%
Male	223	218	37	17.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	130	123	13	10.6%
Black or African American	28	25	6	24.0%
Filipino	5	5	1	20.0%
Hispanic or Latino	277	271	77	28.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	5	5	4	80.0%
White	4	4	0	0.0%
English Learners	111	107	28	26.2%
Foster Youth	2	2	1	50.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	381	374	86	23.0%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	44	43	9	20.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.21%	1.97%	2.44%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.44%	0.00%
Female	2.63%	0.00%
Male	2.24%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	10.71%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.89%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	2.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.62%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.27%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

The safety and security of our students and staff are one of our top priorities.

Our school's Comprehensive Safety Plan is reviewed and updated annually. . 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 trainings 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 Overview

SECTION 2: Safe School Reports

SECTION 3: Safe School Action Plans

SECTION 4: School Safety Policy and Procedures

Last updated: 1/15/24

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 2020–21)

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				
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 2021–22)

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				
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 2022–23)

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				
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 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	3	15	
Mathematics	24.00	7	10	1
Science	29.00	1	11	6
Social Science	28.00	2	7	3

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	6	13	
Mathematics	24.00	7	6	1
Science	27.00	2	7	3
Social Science	27.00	4	13	1

* 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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	3	13	0
Mathematics	26.00	5	9	2
Science	22.00	7	9	0
Social Science	25.00	4	11	2

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

Last updated: 1/15/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

181:2

Title	Ratio
Pupils to Academic Counselor*	181

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

Last updated: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/24

Types of Services Funded (Fiscal Year 2022–23)

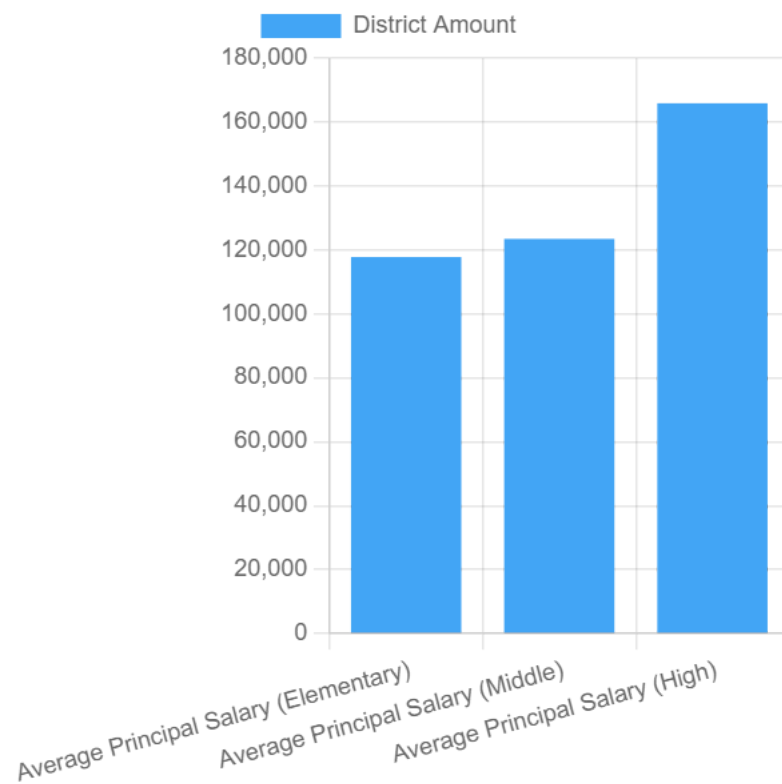
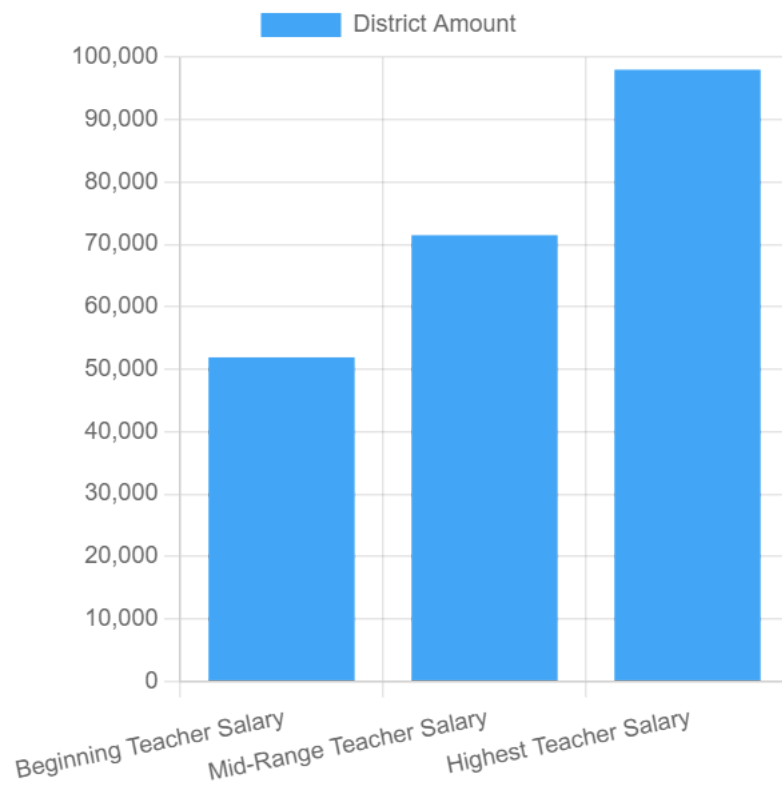
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Last updated: 1/15/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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



Last updated: 1/15/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 72.8 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	8
Fine and Performing Arts	1
Foreign Language	3
Mathematics	4
Science	1
Social Science	12
Total AP Courses Offered*	31

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

Last updated: 1/15/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	18

Last updated: 1/15/24

Coversheet

Instructional Update: Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School

Section: IV. Discussion

Item: A. Instructional Update: Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School

Purpose: FYI

Submitted by:

Related Material:

College & Graduation _ John Henry High School.pptx

BJE-SBAC&Ready.pptx

01-24 DCA Data-Driven Instruction Update.pptx.pdf

RCA SBAC Data.pptx

23-24 OCHS Academic Achievement, Priorities, Goals, and Action Plan (1).pptx

NWEA Report.pptx

College & Graduation | John Henry High School

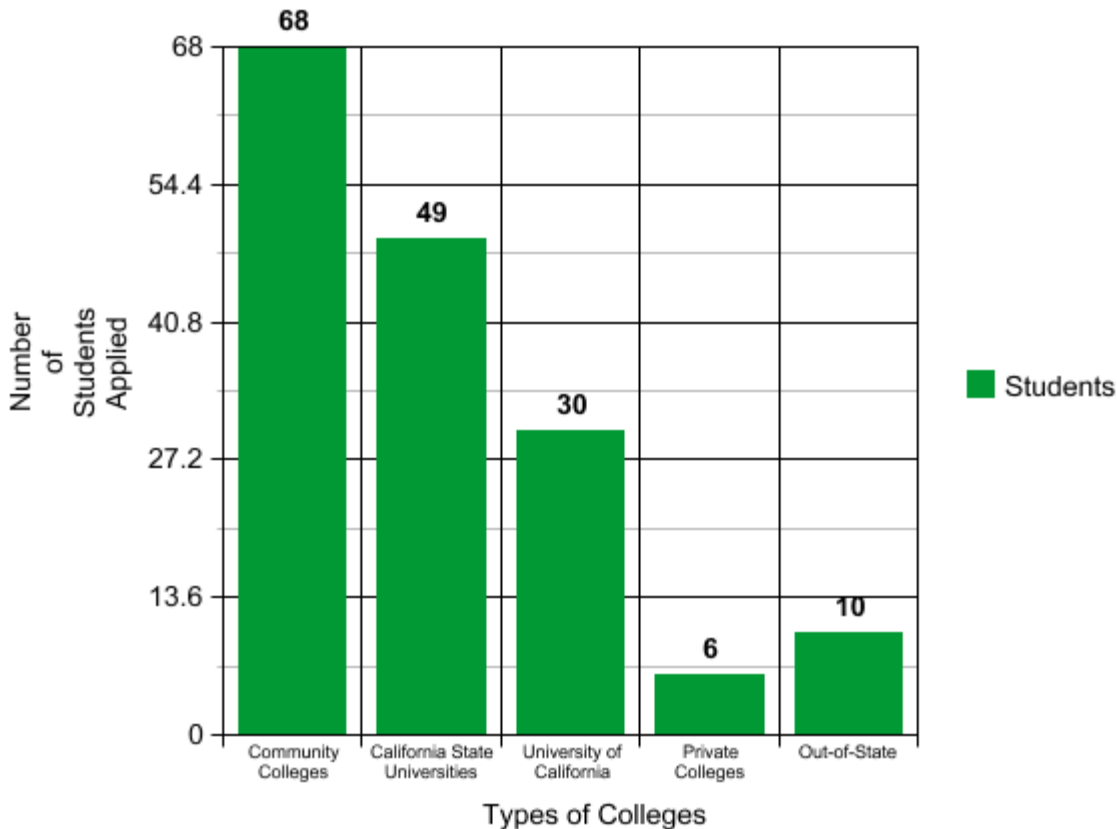
By: Osirus Polachart and Jennifer Crocker

College Application Process Data

- Over 300+ applications completed
- Over 90% of applications were completed with a Fee Waiver
- Large majority of applications were to the California State School System
- EVERY student applied for the EOP Program



College Applications



- Community College - 100%
- California State University - 72%
- University of California - 44%
- Private Schools - 8%
- Out-of-State - 14%

List of Schools Scholars Applied

- Harvard University
- Stanford University
- Princeton University
- UC Berkeley
- UC Santa Cruz
- UC Davis
- UC Merced
- UCLA
- UC Davis
- UC San Diego
- San Francisco State University
- Sacramento State
- Chico State
- San Diego State
- Cal State East Bay
- Cal State Long Beach
- Cal State Fullerton
- Cal Poly Pomona
- Cal Poly San Luis Obispo
- Cal State Los Angeles
- Cal State Monterey Bay
- Texas Southern University
- Spelman University

List of Schools Scholars Applied

- Howard University
- Alabama State University
- Norfolk State University
- Jackson State University
- University of Oregon
- Arizona State University
- University of Utah
- University of Nevada - Reno
- University of Columbia
- New York University
- Contra Costa College
- Berkeley City College
- Diablo Valley College
- City College of San Francisco
- Chabot College
- Merritt College
- Laney College

College Visits



Stanford Trip



Merritt College Trip

College Visits



San Francisco State University Visit

Military Visits

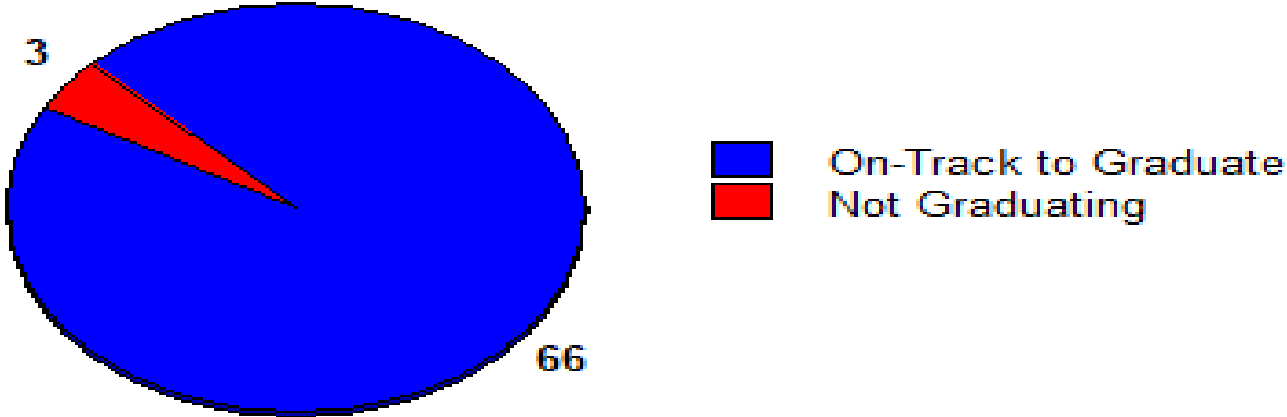


Future Events

- UC Davis Field Trip 01/29/2024
- FAFSA Workshop 02/26/2024
- FAFSA Workshop 03/06/2024
- Commit Day 05/01/2024
- College Student Housing Workshop 05/14/2024
- Career Fair (Dates TBA)
- College Fair (Dates TBA)

Graduation Rates

95%
Graduation
Rate





Academic Achievement, Priorities, Goals, and Action Plan

BENITO JUAREZ ELEMENTARY SCHOOL

Site Director/Principal – Dr. Michelle Walker, Ed.D, MBA, MAT

Dean of Instruction – K-2 – Ms. Rose Azor

Dean of Instruction – 3-5 – Ms. Janice Galindo

What is i-Ready?

Grades K-8

- Put insightful data into teachers hands
- Help teachers tailor instruction to each learner's needs
- Save you time with evidence-based solutions proven to work

• Teacher Toolbox

- ELA
- Math
- Writing



The Relationship between *i-Ready Diagnostic* and the 2022 Smarter Balanced Assessment (SBA) in California

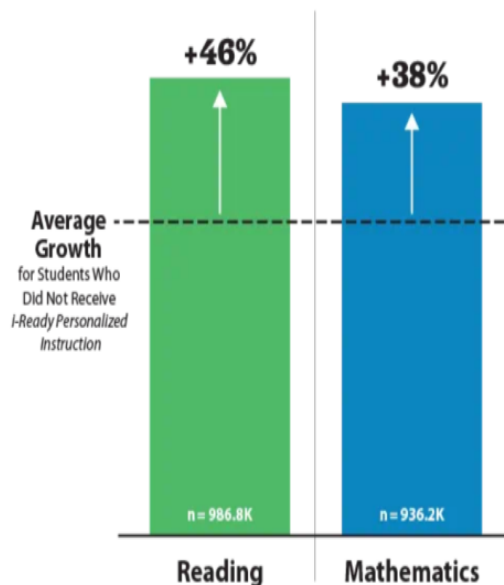
Curriculum Associates Research Brief | December 2022


Research Overview

i-Ready Diagnostic and the 2022 SBA are highly correlated—with an average spring correlation of **.83** for English Language Arts/Literacy (ELA) and **.88** for Mathematics.

Students Achieve Greater Growth with *i-Ready*

Score Gains for Students Receiving *i-Ready Personalized Instruction* Relative to Students Not Receiving *i-Ready Personalized Instruction*

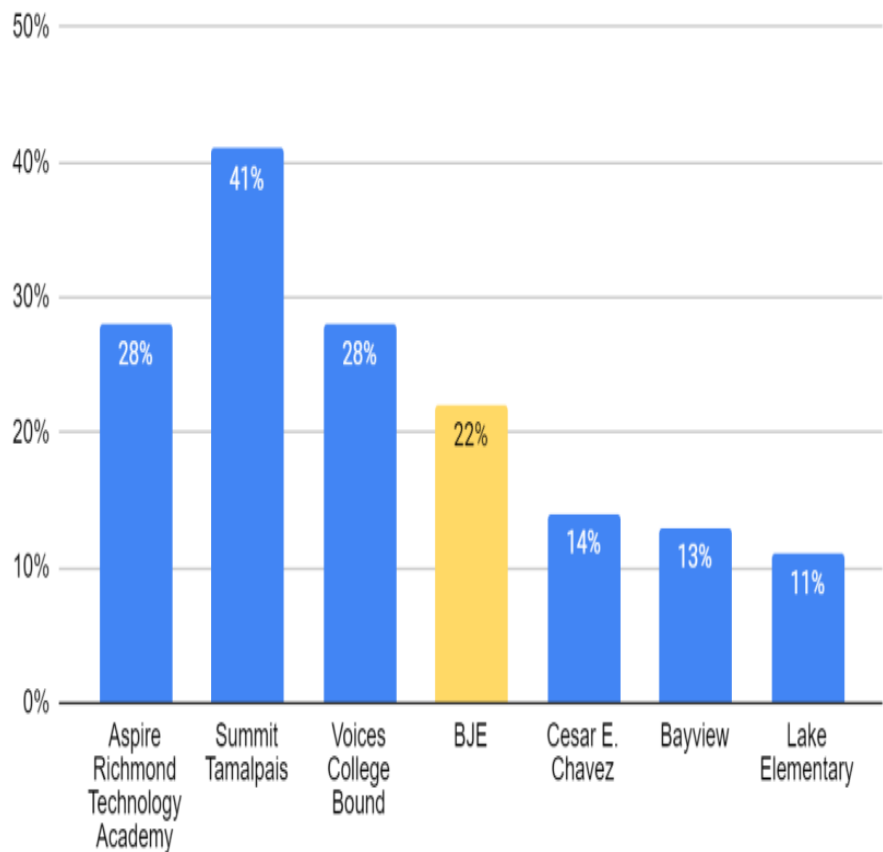


 *i-Ready Personalized Instruction* users with an average of 45 minutes or more per week

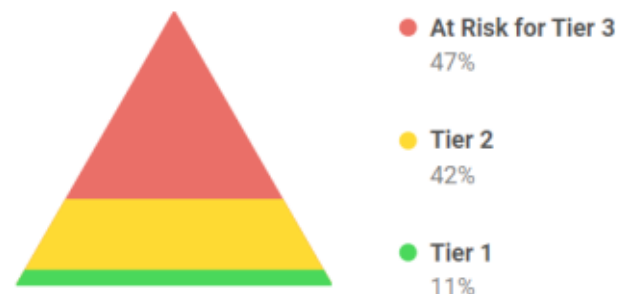
ELA (READING)

SBAC Data & I-Ready Performance (Testing Window 8/28 – 9/28/23)

2023 SBAC ELA % STUDENTS MET/EXCEEDS STANDARDS

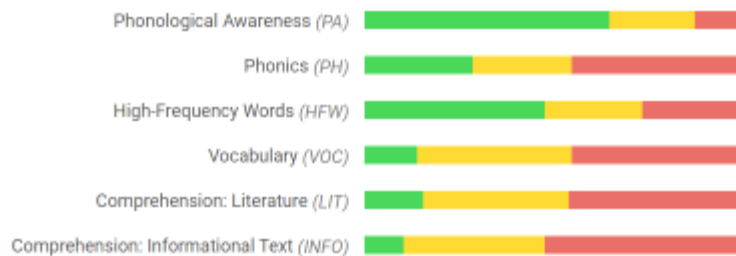


Overall Placement



i-Ready Data

Placement By Domain

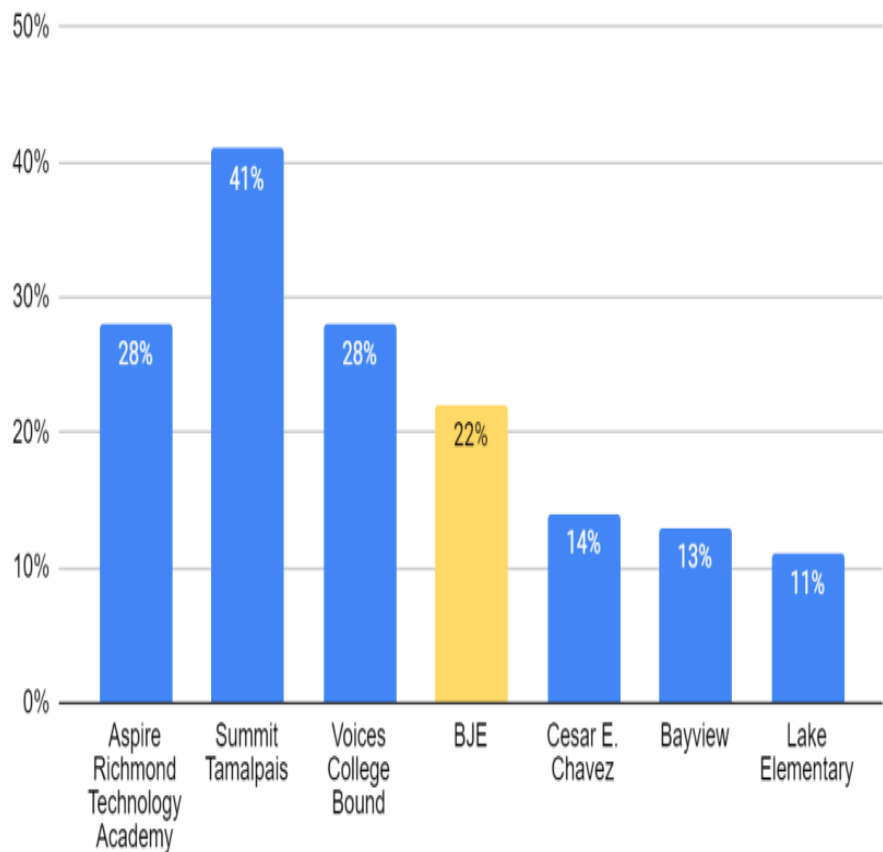


ELA (READING)

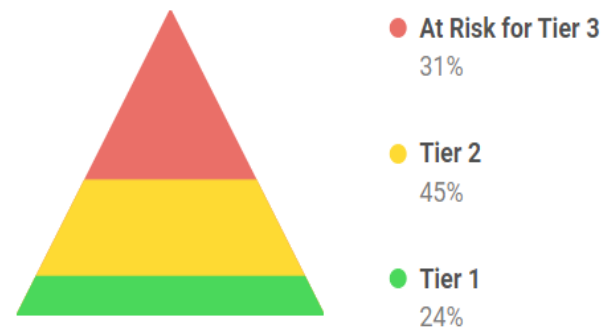
SBAC Data & I-Ready Performance

(Testing Window 12/04 – 12/15/23)

2023 SBAC ELA % STUDENTS MET/EXCEEDS STANDARDS

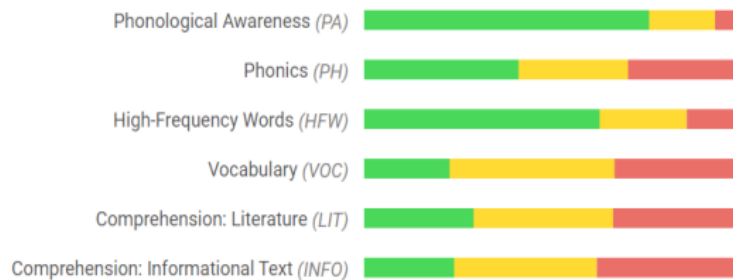


Overall Placement



i-Ready Data

Placement By Domain

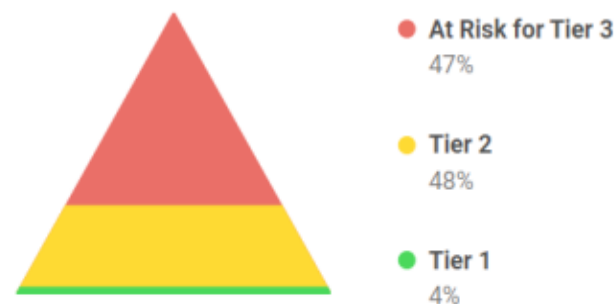


MATH

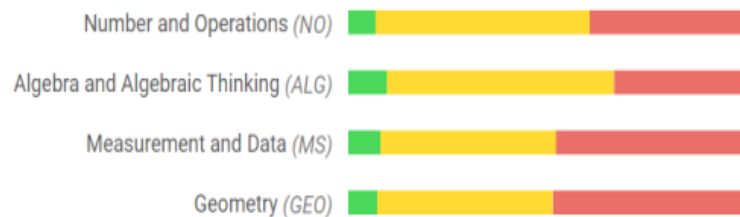
SBAC Data & i-Ready Performance (Testing Window 8/28 - 9/28/23)

i-Ready Data

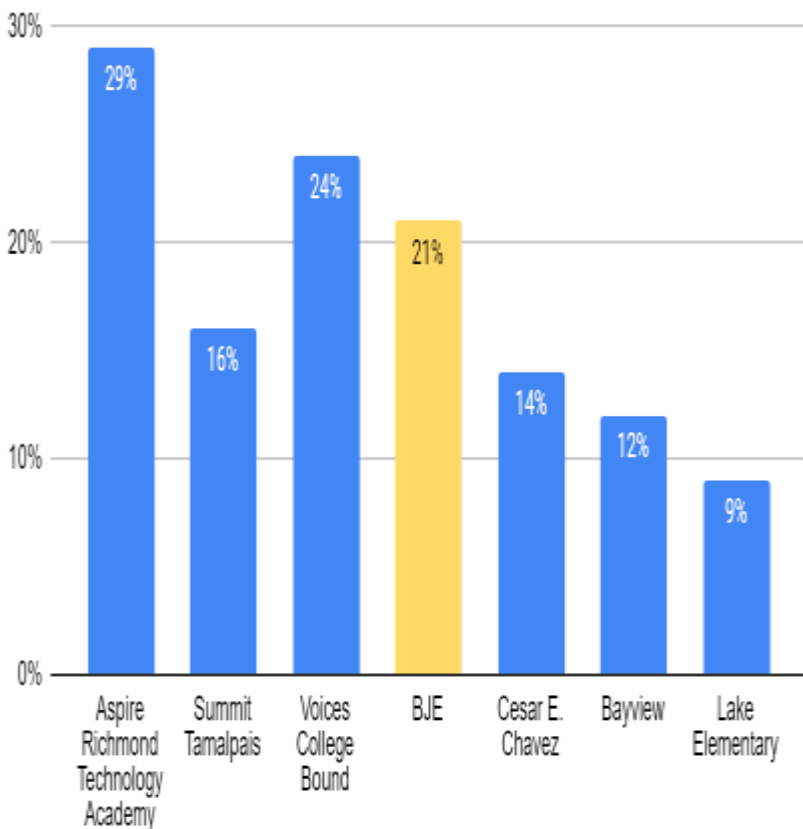
Overall Placement



Placement By Domain



2023 SBAC MATH % STUDENTS MET/EXCEEDS STANDARDS

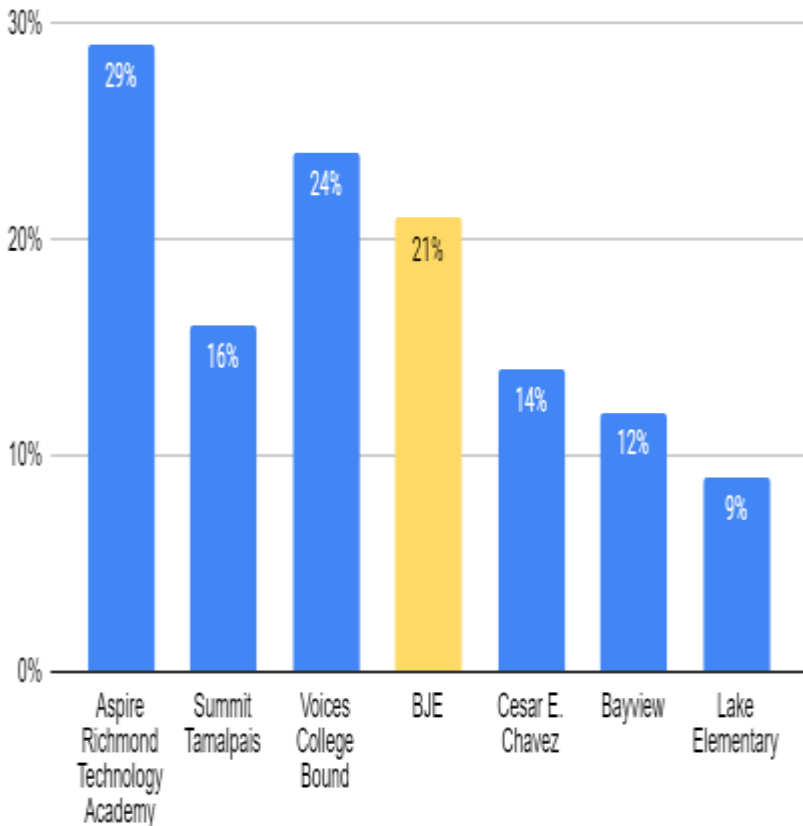


MATH

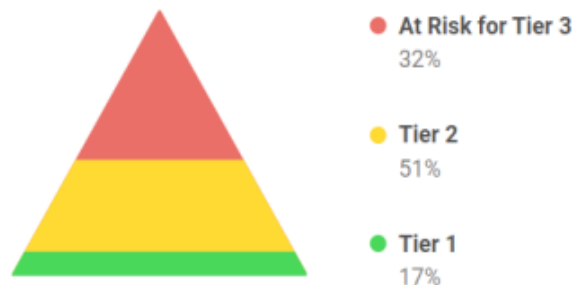
SBAC Data & i-Ready Performance (Testing Window 12/04 - 12/15/23)

i-Ready Data

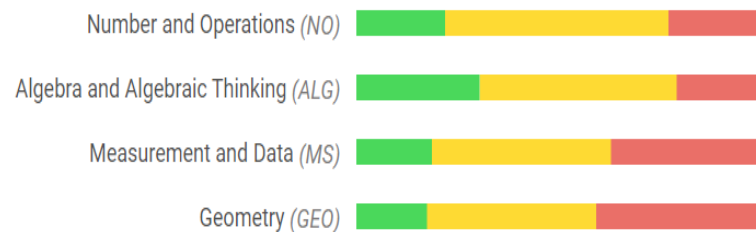
2023 SBAC MATH % STUDENTS MET/EXCEEDS STANDARDS



Overall Placement



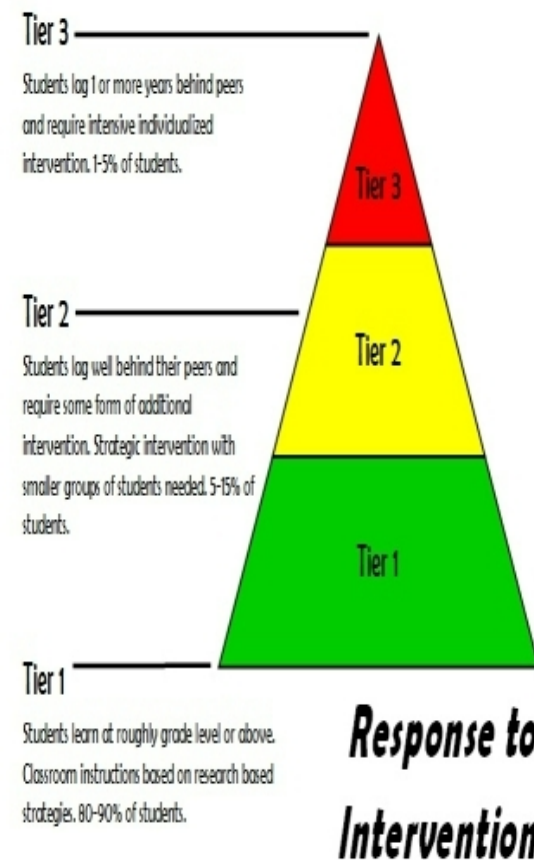
Placement By Domain



ACTION PLAN

● PLC DATA MEETINGS (Weekly)

- Explore areas for improvements
- Place students in **RED** in Tier III
 - Implement a BJE Response to Intervention (RTI) Program
 - Tier II & Tier III
 - Tier I students – (Enrichment Activities)
 - Small Group Intervention
 - ELA - Science Based Reading Intervention Program
 - (SIPPS – Systematic Instruction Phonological Awareness, Phonics, and Sight Words)
 - Lexia Learning
 - Math - i-Ready & Basic Math Computations



LEADERSHIP GOALS

AMPS LEADERSHIP GOALS

- Goal – (State Testing)
 - ELA – 15% Growth
 - Math – 15% Growth

BJE LEADERSHIP GOALS

- Goal – (State Testing)
 - ELA – 25% Growth
 - Math – 25% Growth

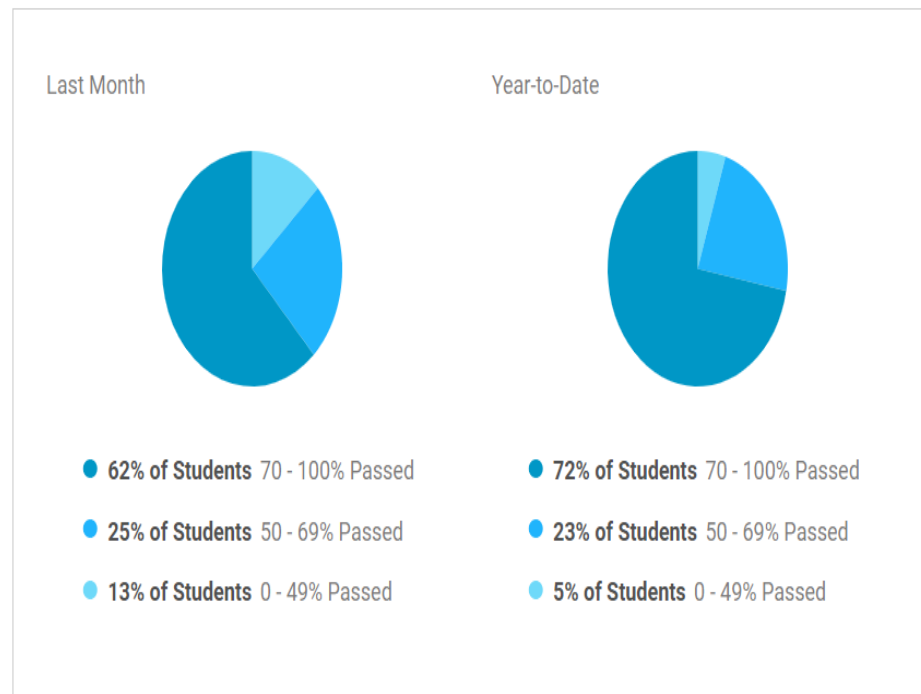
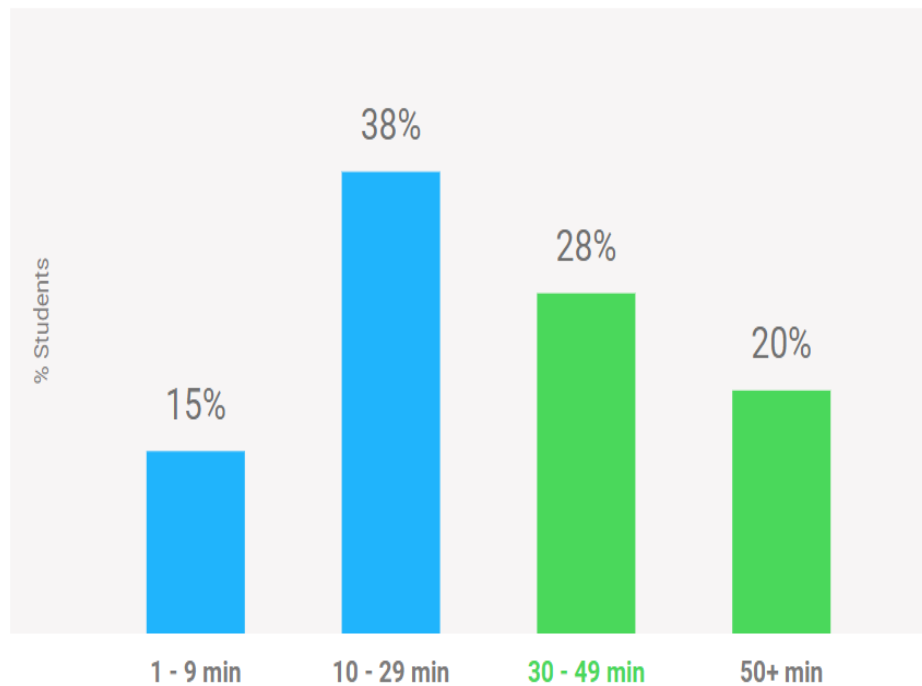
i-Ready (Reading) Path *(Lessons Passed)*

Students Using Instruction/Total (Last Month): **440/458**

Students Completing Lessons/Total (YTD): **456/458**

Weekly Average Lesson Time-on-Task Last Month

Lessons Passed



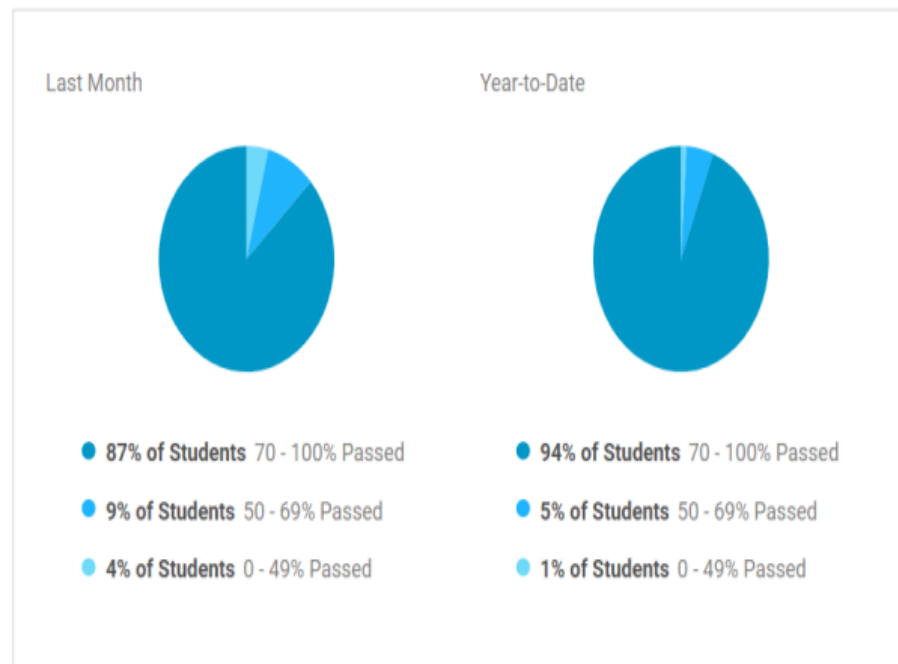
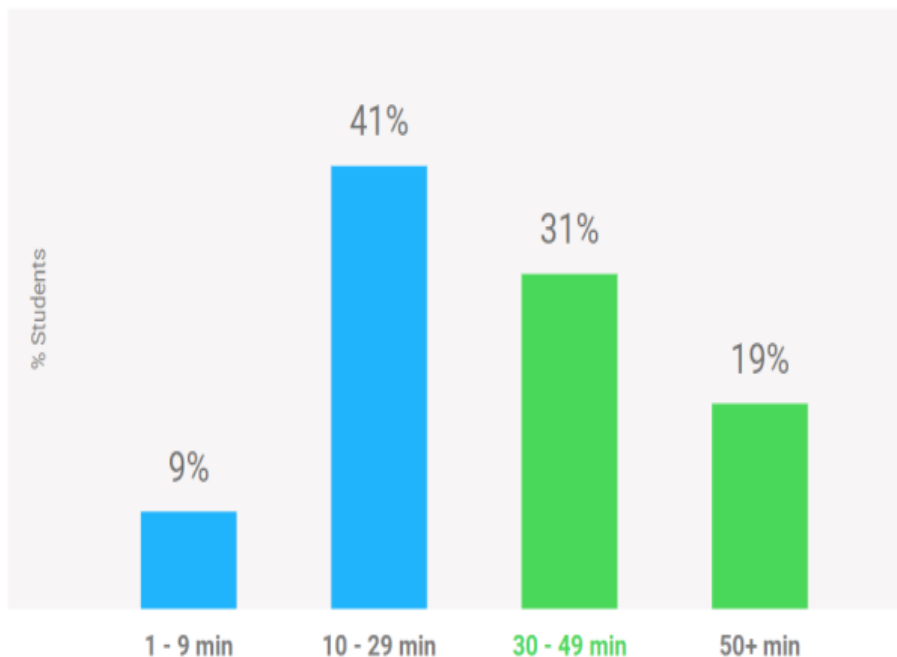
i-Ready (Math) Path *(Lessons Passed)*

Students Using Instruction/Total (Last Month): **451/458**

Students Completing Lessons/Total (YTD): **455/458**

Weekly Average Lesson Time-on-Task Last Month

Lessons Passed

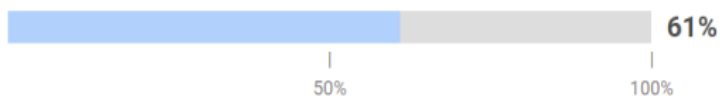


I-Ready "Overall" Growth Performance

(READING & MATH)

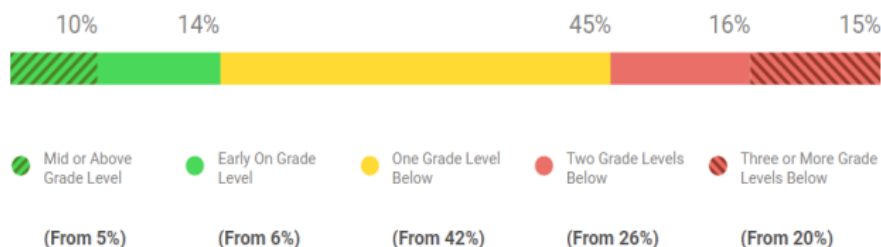
READING

Progress to Annual Typical Growth (Median)



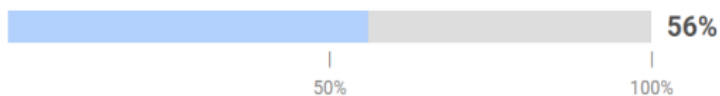
The median percent progress towards Typical Growth for this school is 61%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



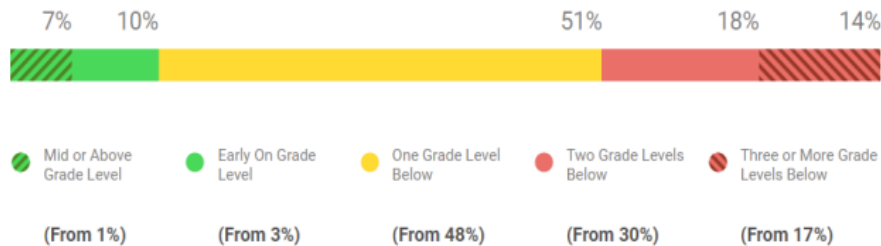
MATH

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 56%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution





DCA Data Driven Instruction Update 23-24



DCA Priority #1: Equity

Equitable access and inclusion requires identifying students' individual needs, removing barriers to access, and providing appropriate accommodations for those students who need them. Dec 7, 2022

 California Department of Education (.gov)
<https://www.cde.ca.gov> > ...

[Equity - Equity and Access \(CA Dept of Education\) - CA.gov](#)



Levels of Data



LEVEL 1 Satellite Data



Large grain size.



Illuminate patterns of achievement, equity, and teacher quality and retention.



Point us in a general direction for further investigation.



LEVEL 2 Map Data



Medium grain size.



Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.



Point us in a slightly more focused direction.



LEVEL 3 Street Data



Fine-grain and ubiquitous



◦ Help us to understand student, staff, and parent experience as well as specific misconceptions and mindsets.



◦ Help us to monitor students' internalization of important skills.



◦ Require focused listening and observation.

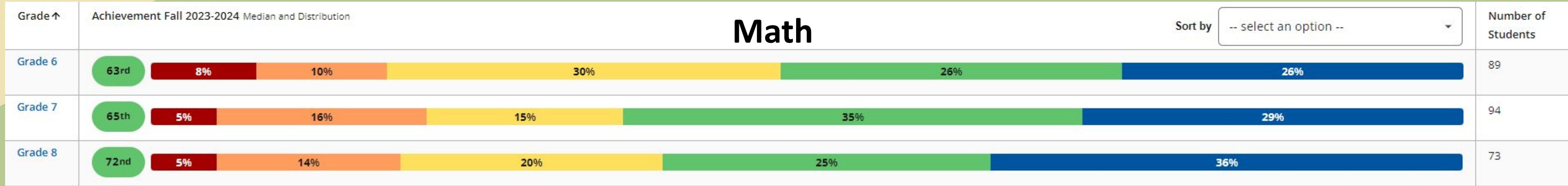
◦ Inform and shape our next moves.

Summary

00	Whole School	<ul style="list-style-type: none"> • Review of SBAC, ELPAC, NWEA data with all staff • Teacher PD- aligning assessment with priority standards • Support & monitor use of Lexia PowerUP & Lexia English • School Culture assemblies to ensure sense of safety & belonging
01	English Learners	<ul style="list-style-type: none"> • Cross Analysis of ELPAC, SBAC, NWEA • Identification of Receptive Language deficits compared to Productive Language • Analysis of EL writing samples by grade level • Application of high-leverage EL writing/language supports to whole class instruction
02	Hispanic/Latine Students	<ul style="list-style-type: none"> • Multi-year analysis of NWEA performance & growth • Finding: significant academic deficits at beginning of 6th grade • Measured academic growth in all subjects at same or higher rate than school as whole • Scaffolding strategies to bring students to grade level
03	Students with IEP/504	<ul style="list-style-type: none"> • Review of IEP 'at a Glance' and 504 agreements-ongoing • Grade level consults between Education Specialist & General education teachers • PD series addressing Differentiation - ongoing throughout year
04	Tier 2 Students	<ul style="list-style-type: none"> • Identification of students below grade level (NWEA) in ELA/Math • Small group instruction 1-2x/week • Biweekly PD for paraprofessionals on data-driven instruction • Data-driven targeted instructional sequences in small group setting

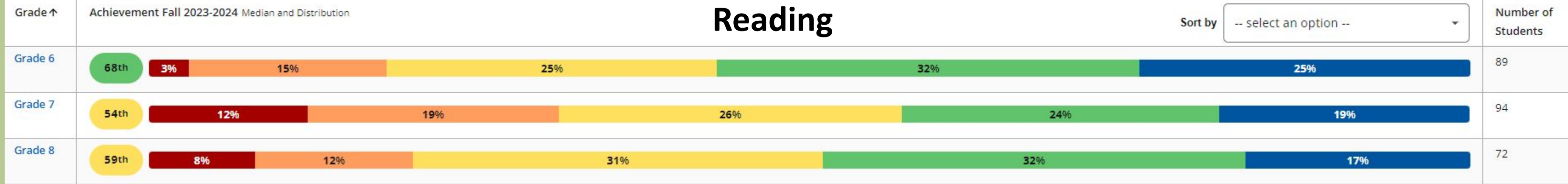


DCA Data-Fall NWEA



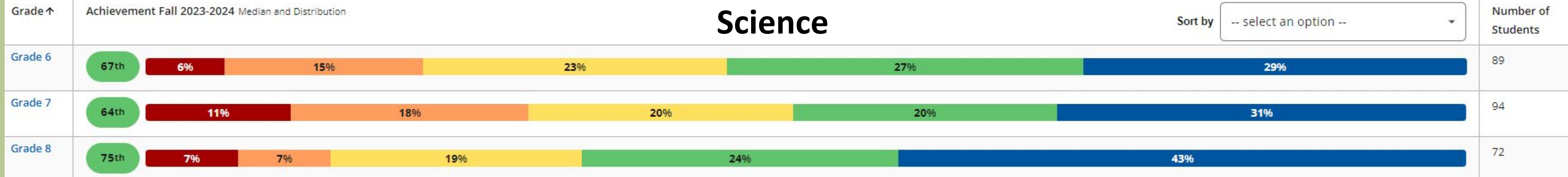
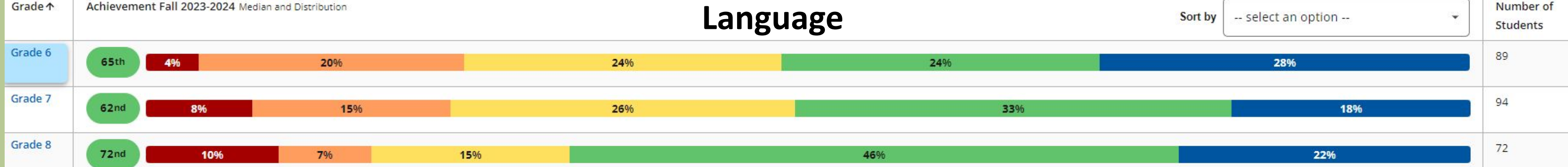
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2023-2024



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2023-2024

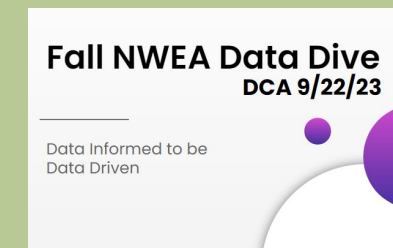
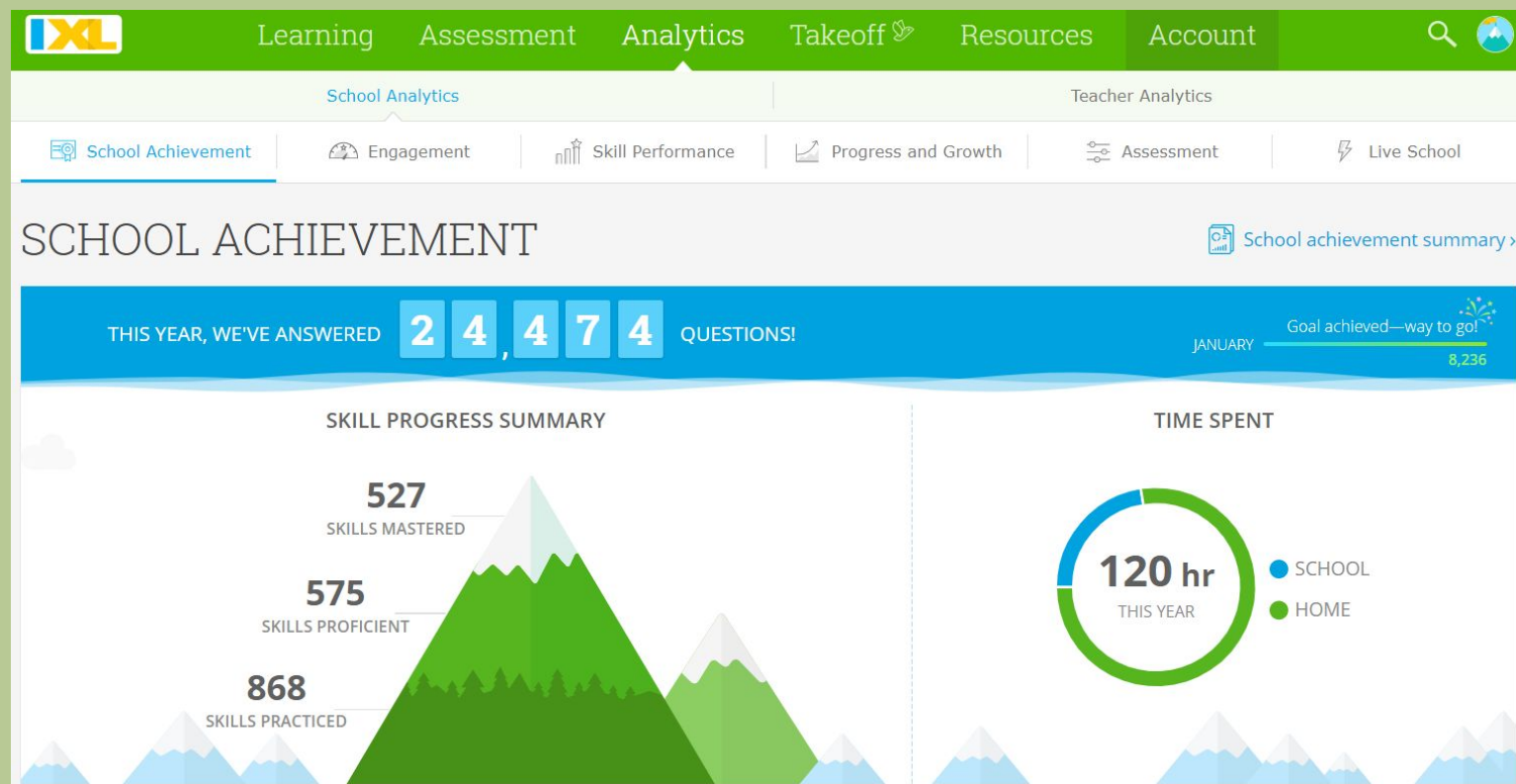
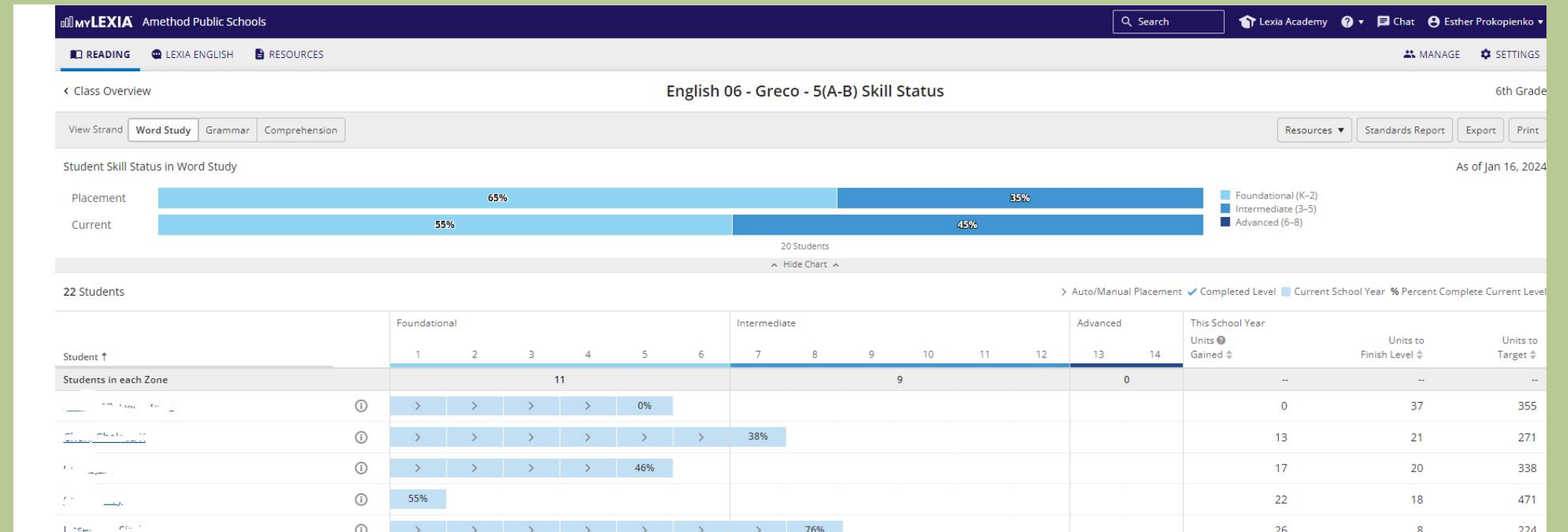


Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th



Whole School

- Review of SBAC, ELPAC, NWEA data with all staff
- Teacher PD- aligning assessment with priority standards
- Support & monitor use of Lexia PowerUP & Lexia English
- School Culture assemblies to ensure sense of safety & belonging



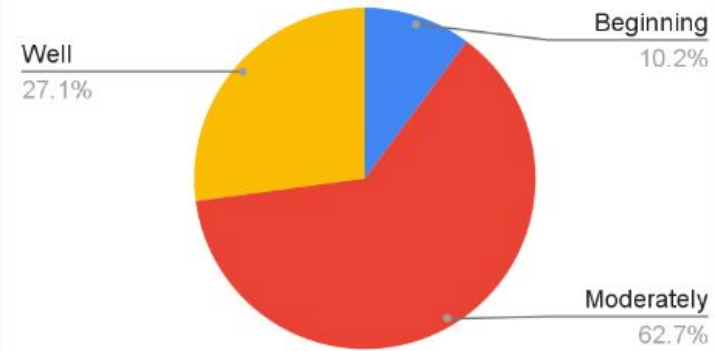
01

English Learners

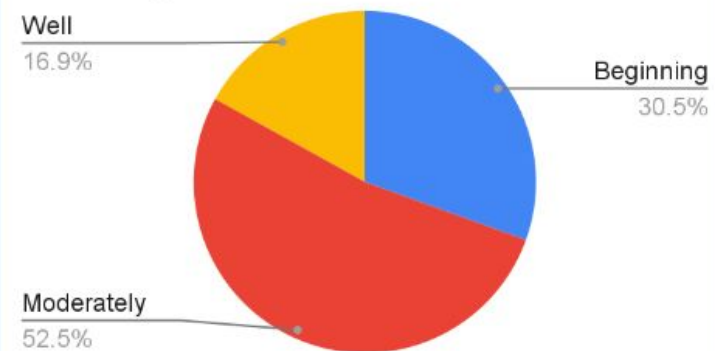
- Cross Analysis of ELPAC, SBAC, NWEA
- Identification of Receptive Language deficits compared to Productive Language
- Analysis of EL writing samples by grade level
- Application of high-leverage EL writing/language supports to whole class instruction

Receptive vs. Productive Language

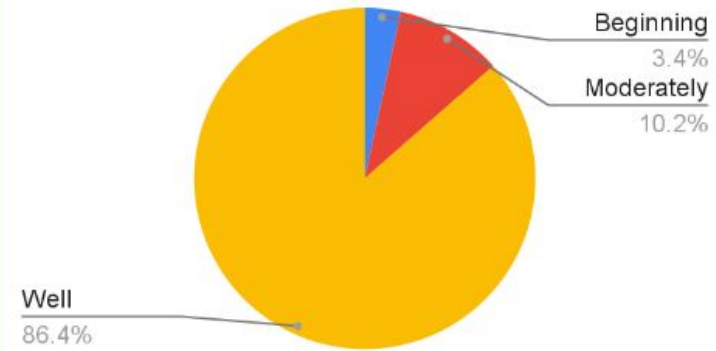
Listening



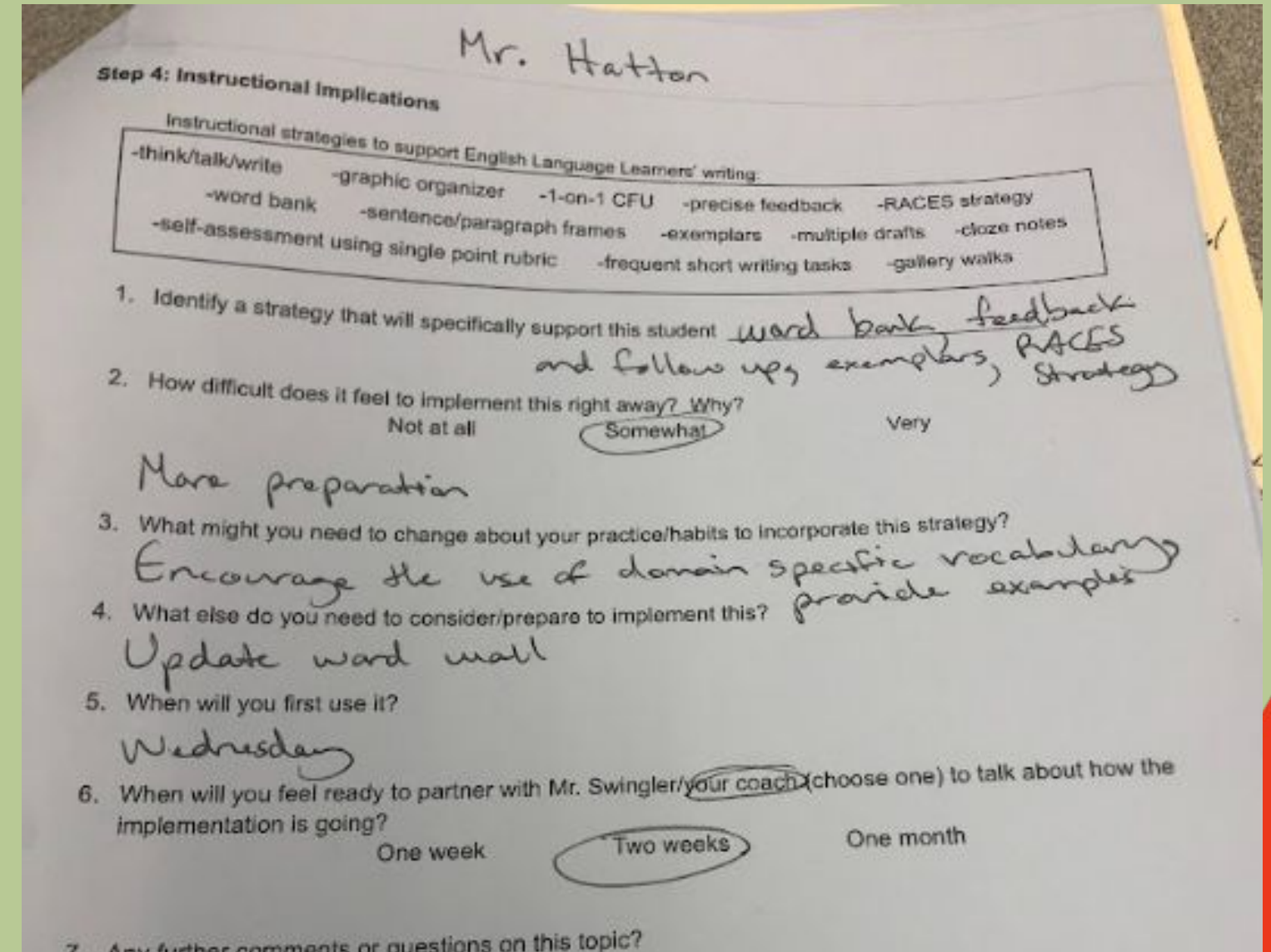
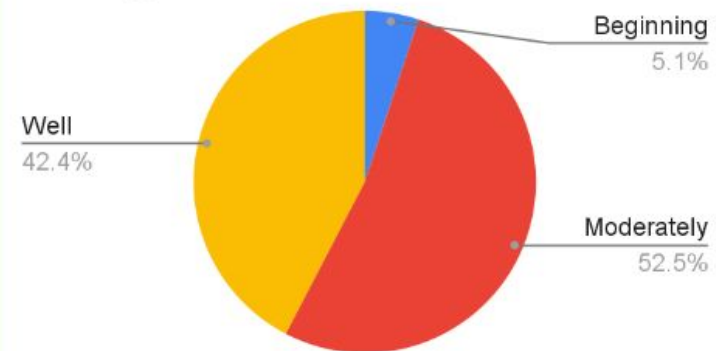
Reading



Speaking



Writing



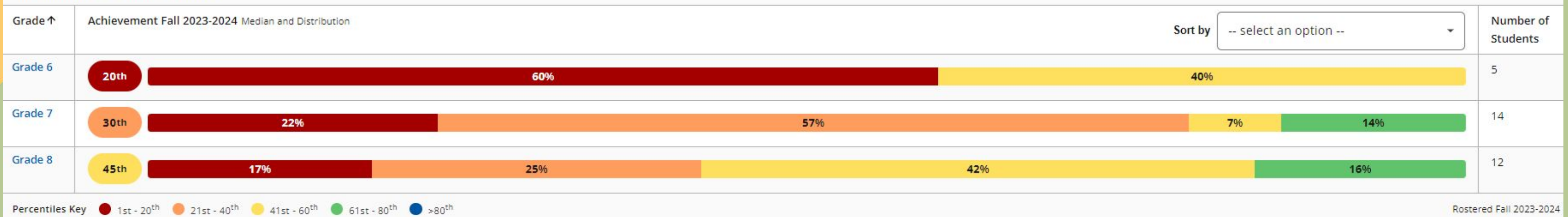
02

Hispanic/Latine Students

- Multi-year analysis of NWEA performance & growth
- Finding: significant academic deficits at beginning of 6th grade
- Measured academic growth in all subjects at same or higher rate than school as whole
- Scaffolding strategies to bring students to grade level

Achievement by Grade

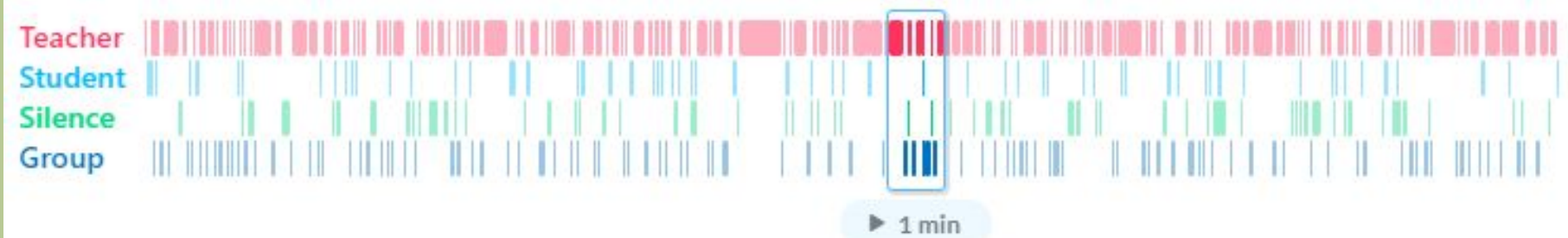
Downtown Charter Academy | Math K-12



TeachFX

“It does have a 24, but notice you're adding 2 parts and then it equals that 24.”




In this moment, you are guiding the class through a mathematical problem, focusing on the concept of sum and parts, specifically the number 24. You are engaging the students in a dialogue, asking them to reason about the problem and make connections with prior knowledge. By asking open-ended questions and building on student contributions, you are fostering a collaborative learning environment that encourages critical thinking and problem-solving skills.

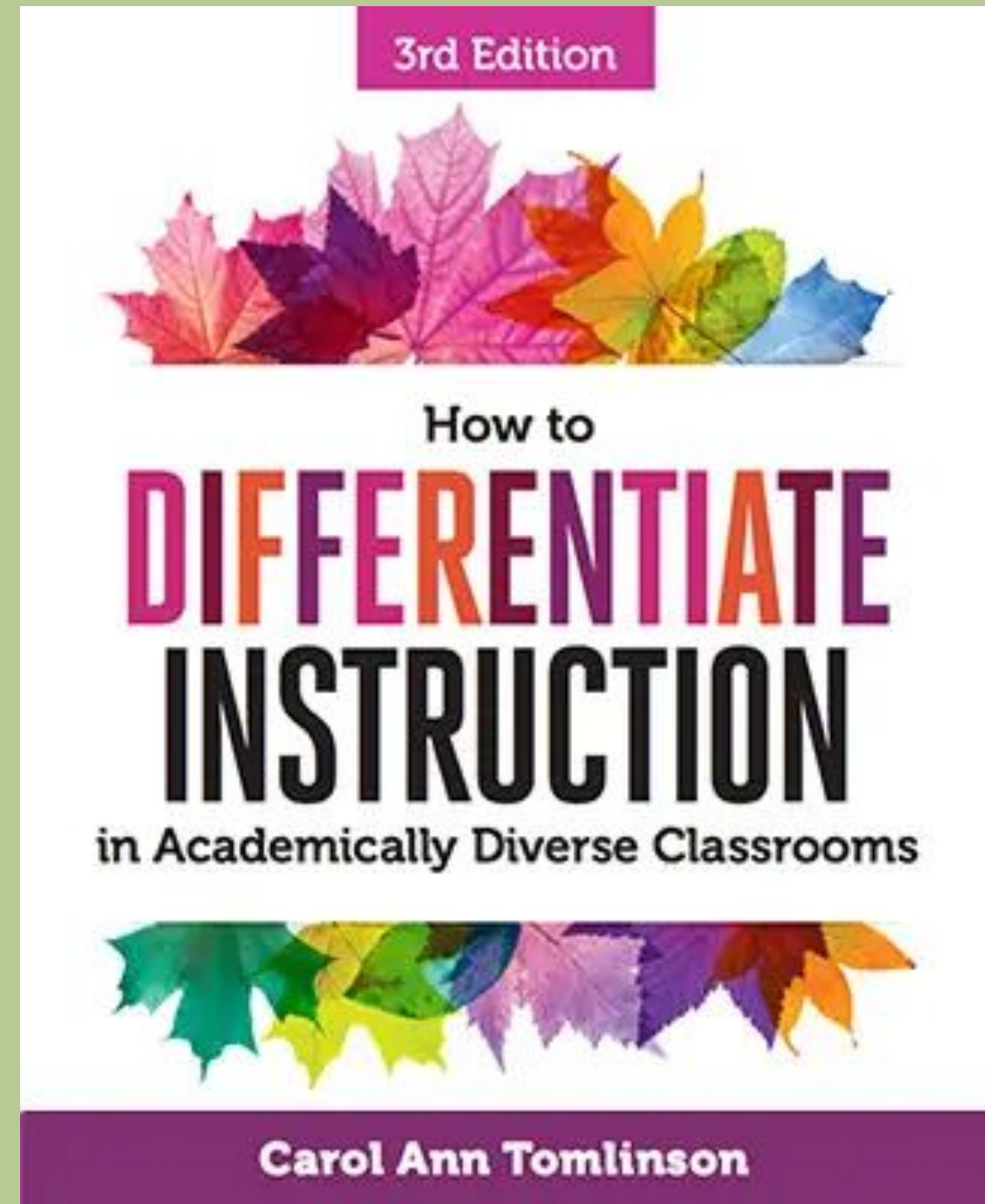


03

Students with IEP/504

- Review of IEP 'at a Glance' and 504 agreements-ongoing
- Grade level consults between Education Specialist & General education teachers
- PD series addressing Differentiation - ongoing throughout year

Equity-Centered Data Analysis Principles		
Inclusive: Attend closely to the learning needs of <i>all</i> students		
<p>Conscious:</p>  <p>Practice self-awareness when analyzing data</p>	<p>Contextualized:</p>  <p>Take context into account when analyzing data</p>	<p>Collaborative:</p>  <p>Work together to meet needs of <i>all</i> students</p>



04

Tier 2 Students

- Identification of students below grade level (NWEA) in ELA/Math
- Small group instruction 1-2x/week
- Biweekly PD for paraprofessionals on data-driven instruction
- Data-driven targeted instructional sequences in small group setting

23.24 Small Groups-- NWEA Data

File Edit View Insert Format Data Tools Extensions Help

100% 123

Period/Day	Student Names	NWEA Fall %ile	NWEA Fall RIT	Informational Text	Literary Text	Vocabulary	Writing	Grammar/Usag e	Edit for Mechanics
2/Monday		43	215	218	218	208	224	215	211
2/Monday		61	223	221	223	223	208	209	214
2/Monday	D... h	43	215	202	218	222	226	221	226
2/Monday	K...	48	217	220	2				
4/Monday	L... ott	50	218	213	2				
4/Monday		41	214	211	2				

Lesson Planning

[Sample Lesson Plan based on NWEA data](#)

[Materials for model lesson](#)

Instructional Support:
For the students listed above, identify a key skill and INTRODUCE?

Section 1 Tier 2 P.I
(Elisa, Aleenice, Allison)
Key Skill:
Real + Complex # Systems
Fractions - Compare/Order
Ready to
REINFORCE: (191-200)
Compares Fraction Models w/ unlike numerators + denominators using words.
DEVELOP: (201-210)
+ Compares fractions w/ unlike numerators + denominators using symbols
INTRODUCE: (211-220)
Compares fractions w/ unlike num. + den. using models + symbols.

reinforce 191-200

Know
- Read Fraction models
- compare value of fraction models
- terms: LCF, LCD

Show (Do)
- compare value of fraction models
- compare when unlike
- convert fraction models to fractions
- Find LCF
- compare fractions
- use symbols accurately

Develop 201-210

Introduce 201-210
vocab equivalent greater than less than (all levels)
- convert fractions to models
- compare unlike fraction models
- describe relationship btw. fractions

DCA INTELLECTUAL PLAN

Standard: CCSS.Math.Content.4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., $\frac{2}{5}$ and $\frac{1}{2}$, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Vertical Progression: Students have had some exposure to fraction models (pie chart), will be able to read more complex fraction models (number line, fractions models with unlike numerators & denominators), so that they can begin to compare fractions with unlike denominators using words and symbols.

Objective: SWBAT (INCLUDE CONCEPT AND SKILL)
Compare fraction models with unlike numerators and denominators using terms equivalent, less than, greater than and symbols = < >.

Vocabulary: Include 3 words related to content or language expansion for ELs

- fraction
- Equivalent
- Less than
- Greater than
- Relationship of part-to-whole

RICHMOND

CHARTER



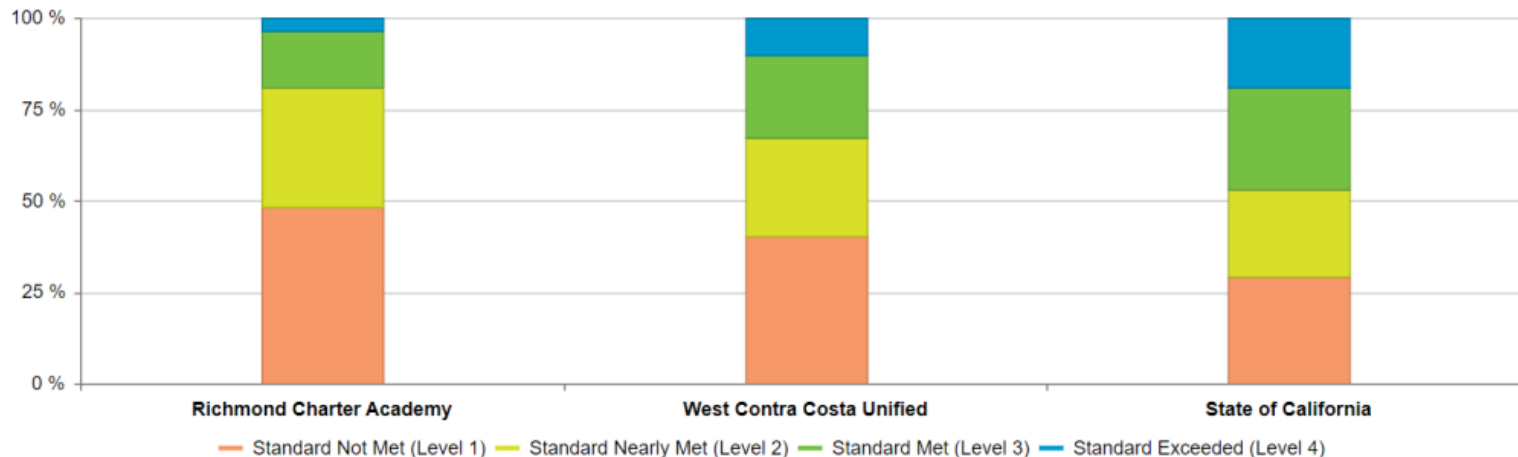
ACADEMY

2022-2023 Richmond Charter Academy, West Contra Costa Unified and the State of California ELA Comparison

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

2022-23 Achievement Level Distribution - All Grades

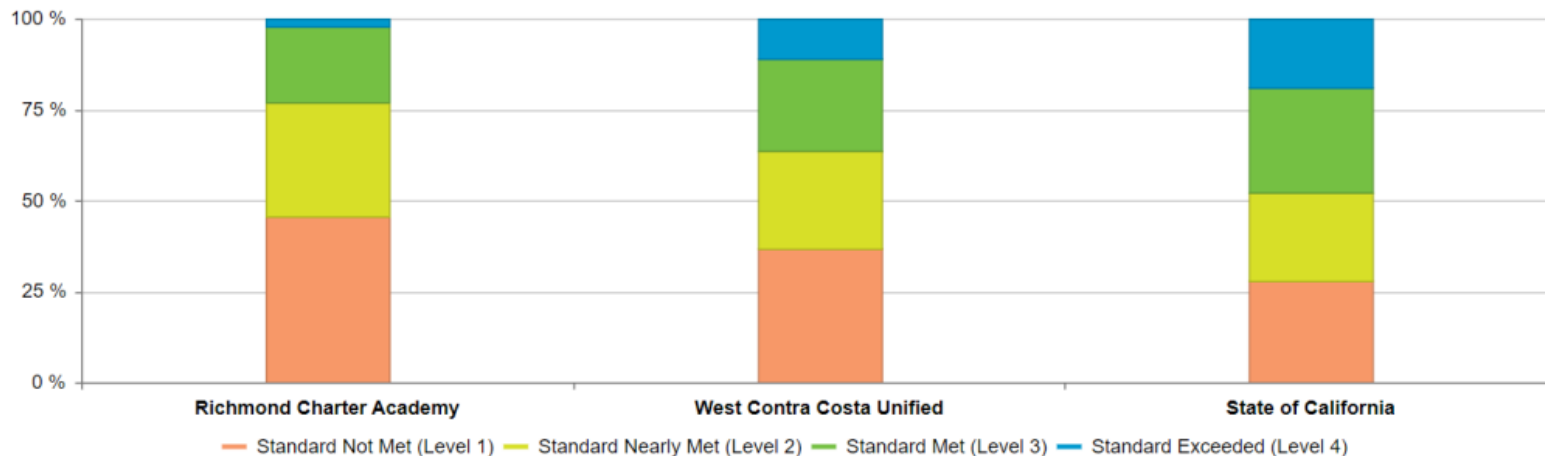


2021-2023 Richmond Charter Academy, West Contra Costa Unified and the State of California ELA Comparison

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)





2021-22 Achievement Level Distribution - All Grades



22-23 Year Over Year Breakdown





2021-2022

Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	2.25 %	11.13 %	19.24 %
 Standard Met (Level 3) ⁱ	20.60 %	25.11 %	28.56 %
 Standard Nearly Met (Level 2) ⁱ	31.46 %	26.90 %	24.25 %
 Standard Not Met (Level 1) ⁱ	45.69 %	36.87 %	27.95 %

2022- 2023

Overall Achievement

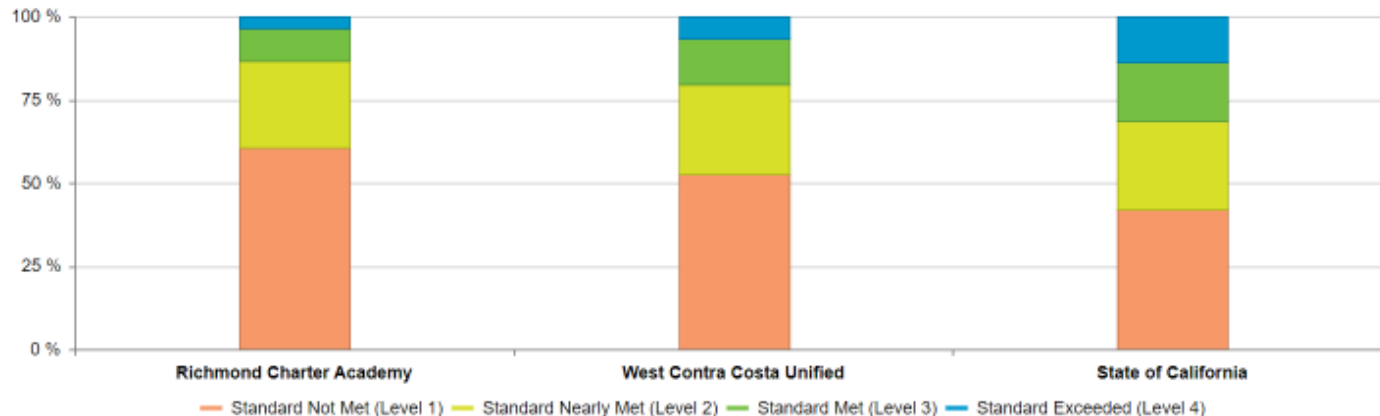
Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) ⁱ	↑ 3.76 % ↑	10.19 %	19.06 %
 Standard Met (Level 3) ⁱ	↑ 15.36 % ↓	22.54 %	27.68 %
 Standard Nearly Met (Level 2) ⁱ	32.60 %	27.21 %	23.95 %
 Standard Not Met (Level 1) ⁱ	↓ 48.28 % ↑	40.06 %	29.31 %

2021-2022 Richmond Charter Academy, West Contra Costa Unified and the State of California Math Comparison

MATHEMATICS

▼ Data Detail - All Students (accessible data)

2021-22 Achievement Level Distribution - All Grades



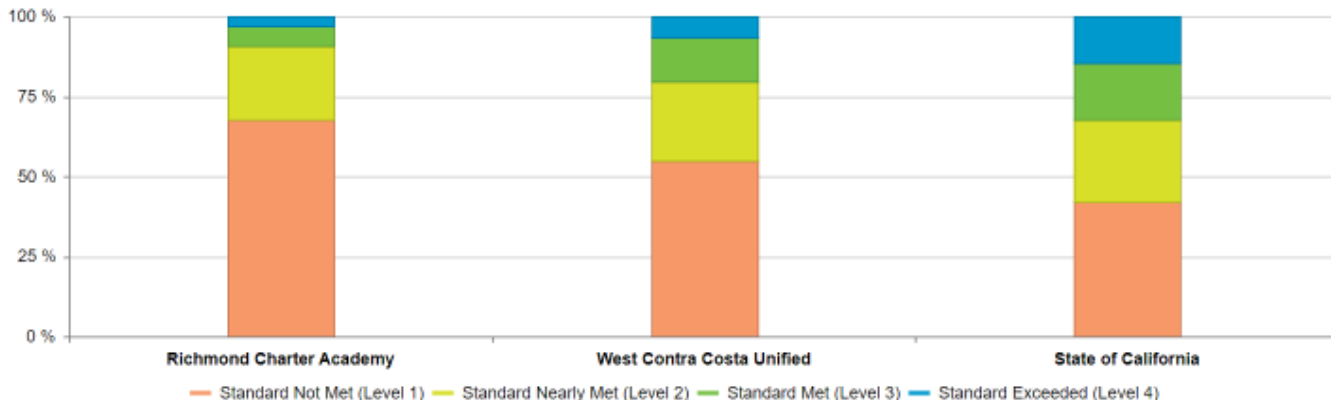
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2022-2023 Richmond Charter Academy, West Contra Costa Unified and the State of California Math Comparison

MATHEMATICS

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2022-23 Achievement Level Distribution - All Grades







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22-23 Year Over Year Breakdown











2021- 2022

Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) ¹	3.36 %	6.78 %	13.77 %
 Standard Met (Level 3) ¹	9.70 %	13.39 %	17.60 %
 Standard Nearly Met (Level 2) ¹	26.12 %	27.37 %	26.43 %
 Standard Not Met (Level 1) ¹	60.82 %	52.46 %	42.20 %

2022- 2023

Overall Achievement

Reporting Categories	Richmond Charter Academy	West Contra Costa Unified	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) ¹	 3.13 % 	6.66 %	14.49 %
 Standard Met (Level 3) ¹	 5.96 % 	13.57 %	17.63 %
 Standard Nearly Met (Level 2) ¹	23.20 %	24.78 %	25.77 %
 Standard Not Met (Level 1) ¹	 67.71 % 	54.99 %	42.10 %

CAASPP Scholar Achievement Goals 2023- 2024

Goal:

- ❖ 10% proficiency increase “standards Met or Exceeded” in each grade level, in both Math and ELA on SBAC & ELPAC
- ❖ 10% decrease of scholars in the red of “Standards Not Met” across whole student body on SBAC & ELPAC
- ❖ 100% of teachers score a 3 on specific strands of the Teaching Excellence Rubric
 - Improve delivery of all curriculum for Math, ELA/ELD, History and Science

Metrics:

- ❖ Macro:
 - NWEA (Map) testing
 - Increase proficiency
 - Assessments
 - Data Analysis cycles
 - Observing classes & Pulling out trends
 - PD’s, Coaching meetings to support teacher needs
 - Feedback
- ❖ Micro
 - Backwards planning: assessments & units
 - Lesson planning
 - Internalization
 - Exemplars
 - Differentiating based on scholar needs
 - Rigorous monitoring
 - Exit tickets
 - Lesson practice clinics
 - Culture clinics



Oakland Charter High School

Academic Achievement, Priorities, Goals, and Action Plan

2023-2024

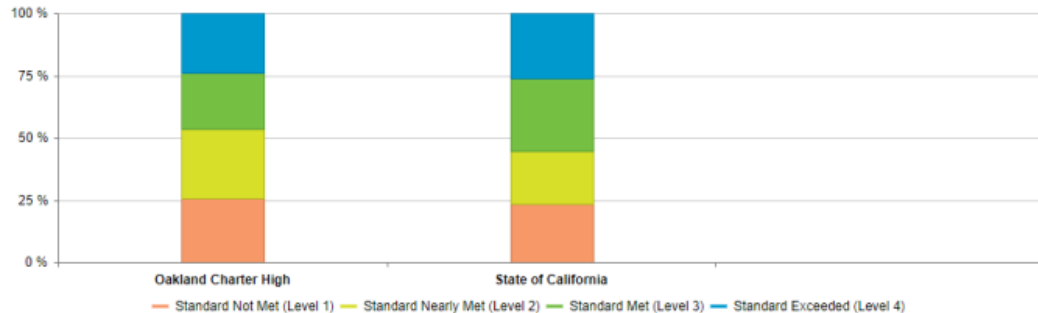
Academic Achievement Levels

% of Students who Meet or Exceed Academic Achievement Levels per 2022-2023 CAASPP	OCHS	Oakland Unified	State of California
ELA	46.39	32.15	55.41
Math	25.77	14.11	27.35

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

2022-23 Achievement Level Distribution - Grade 11



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

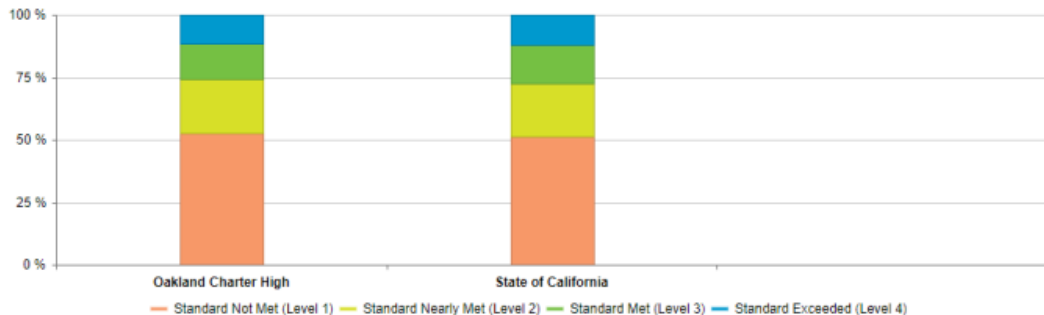
Overall Achievement

Reporting Categories	Oakland Charter High	State of California
Mean Scale Score	2571.5	2590.4
Standard Exceeded (Level 4) ¹	23.71 %	25.99 %
Standard Met (Level 3) ¹	22.68 %	29.42 %
Standard Nearly Met (Level 2) ¹	27.84 %	21.18 %
Standard Not Met (Level 1) ¹	25.77 %	23.41 %

MATHEMATICS

▼ Data Detail - All Students (accessible data)

2022–23 Achievement Level Distribution - Grade 11



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[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

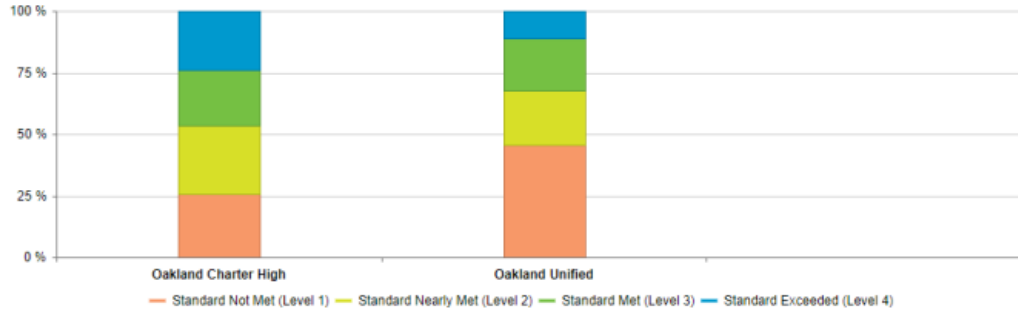
Overall Achievement

Reporting Categories	Oakland Charter High	State of California
Mean Scale Score	2540.8	2545.4
Standard Exceeded (Level 4) ¹	11.34 %	12.04 %
Standard Met (Level 3) ¹	14.43 %	15.31 %
Standard Nearly Met (Level 2) ¹	21.65 %	21.25 %
Standard Not Met (Level 1) ¹	52.58 %	51.39 %

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

2022-23 Achievement Level Distribution - Grade 11



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[English Language Arts/Literacy Achievement Level Descriptors](#)

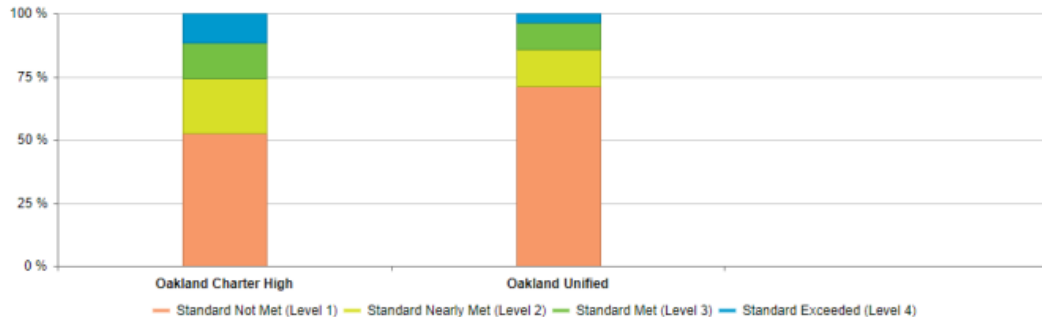
[English Language Arts/Literacy Scale Score Ranges](#)

Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified
Mean Scale Score	2571.5	2514.1
Standard Exceeded (Level 4) ¹	23.71 %	11.18 %
Standard Met (Level 3) ¹	22.68 %	20.99 %
Standard Nearly Met (Level 2) ¹	27.84 %	22.35 %
Standard Not Met (Level 1) ¹	25.77 %	45.48 %

▼ Data Detail - All Students (accessible data)

2022–23 Achievement Level Distribution - Grade 11



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[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

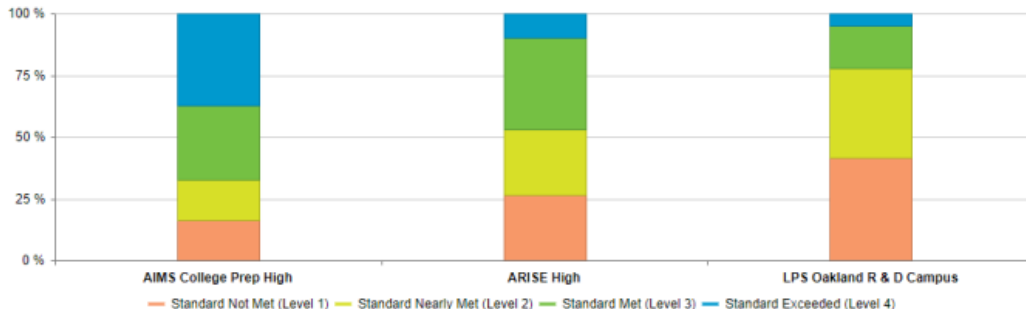
Overall Achievement

Reporting Categories	Oakland Charter High	Oakland Unified
Mean Scale Score	2540.8	2476.3
Standard Exceeded (Level 4) ¹	11.34 %	3.69 %
Standard Met (Level 3) ¹	14.43 %	10.42 %
Standard Nearly Met (Level 2) ¹	21.65 %	14.56 %
Standard Not Met (Level 1) ¹	52.58 %	71.33 %

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

2022-23 Achievement Level Distribution - Grade 11



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

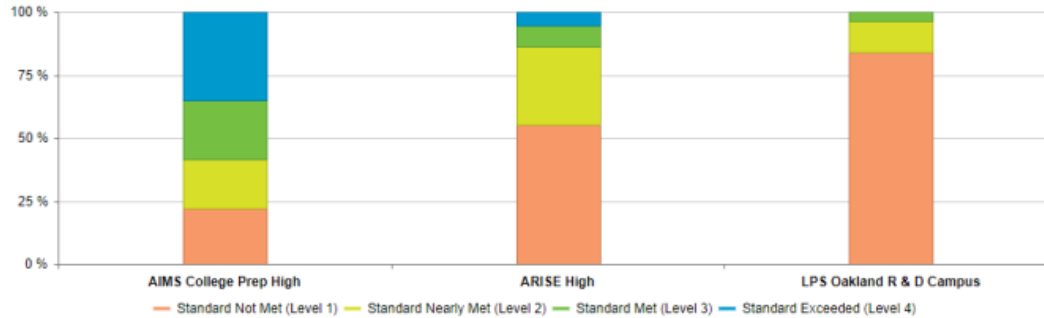
Overall Achievement

Reporting Categories	AIMS College Prep High	ARISE High	LPS Oakland R & D Campus
Mean Scale Score	2625.1	2557.2	2515.8
Standard Exceeded (Level 4)	37.36 %	9.57 %	4.88 %
Standard Met (Level 3)	29.67 %	37.23 %	17.07 %
Standard Nearly Met (Level 2)	16.48 %	26.60 %	36.59 %
Standard Not Met (Level 1)	16.48 %	26.60 %	41.46 %

MATHEMATICS

▼ Data Detail - All Students (accessible data)

2022-23 Achievement Level Distribution - Grade 11



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[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Overall Achievement

Reporting Categories	AIMS College Prep High	ARISE High	LPS Oakland R & D Campus
Mean Scale Score	2641.1	2531.9	2450.2
Standard Exceeded (Level 4) ¹	35.16 %	5.32 %	0.00 %
Standard Met (Level 3) ¹	23.08 %	8.51 %	3.66 %
Standard Nearly Met (Level 2) ¹	19.78 %	30.85 %	12.20 %
Standard Not Met (Level 1) ¹	21.98 %	55.32 %	84.15 %





Summative ELPAC 22-23

2022–23 Overall Performance - All Grades Results for All Students

▼ Data Detail - All Students (accessible data)

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Overall Performance

Reporting Categories	Oakland Charter High	State of California	Oakland Unified
Mean Scale Score	N/A	N/A	N/A
 Level 4 ⁱ	8.89 %	16.50 %	12.07 %
 Level 3 ⁱ	31.11 %	33.77 %	25.92 %
 Level 2 ⁱ	38.89 %	29.40 %	28.33 %
 Level 1 ⁱ	21.11 %	20.33 %	33.68 %

PRIORITY 1: College and Career Readiness for All

Provide an academically rigorous, standards aligned college preparatory program.

<p>GOAL 1: Differentiated instruction and assessment with target goals for academic growth.</p>	<p>GOAL 2: Students understand the academic trajectory and long term planning</p>	<p>GOAL 3: Students create a plan for high school and beyond</p>
<p>ACTION PLAN</p>	<p>ACTION PLAN</p>	<p>ACTION PLAN</p>
<ul style="list-style-type: none"> ● Academic level-appropriate Language and test taking strategies. ● Contextualize Assessments - motivate students before and after; define the “WHY” and the implications of each Lesson. ● Use & explicitly define academic and scholarly vocabulary to support language enrichment. 	<ul style="list-style-type: none"> ● Teach students self-advocacy strategies ● Students will be able to break a project into manageable steps, create a plan for completion, revise to improvement, meet a deadline ● Students, guardians, and staff will develop the academic skills, executive functioning, and inter/outer personal skills to succeed in life beyond AMPS. 	<ul style="list-style-type: none"> ● Students, guardians, and staff will be able to identify their needs and become familiar with the resources that are available to them in order to supplement/scaffold those needs. ● Students, guardians, and staff will understand the trajectory past the high school diploma and will create a structured and well-thought-out plan for college, career, and beyond. ● Students will create a plan for High School and beyond: Project presentation: support during SEL and English

Priority 2: Positive School Climate and Student Engagement

Create a positive school climate where students and staff are engaged and fully invested in their development and contributing to the positive school culture.

<p>GOAL 1: Create a positive structure for healthy risk taking (public speaking, confidence, creative projects)</p>	<p>GOAL 2: Collaboration with all stakeholders</p>	<p>GOAL 3: Enrich the learning environment with Social and Emotional Lessons</p>
<p>ACTION PLAN</p>	<p>ACTION PLAN</p>	<p>ACTION PLAN</p>
<ul style="list-style-type: none"> ● Validating student voices/experiences ● Modeling inclusive language ● Create safe place to take risks in classroom (model, reward bravery, mistakes are part of learning) 	<ul style="list-style-type: none"> ● Quarterly Family Staff Team Meetings ● Families, staff, and students surveys Have at least 2 surveys/year to be informed and assess progress regarding school culture ● Outreach to middle schools outside AMPS and to the greater community. 	<ul style="list-style-type: none"> ● Implement SEL programs in Advisory periods ● This year are hosting a Conversation Club that meets every lunch every day ● In-person resources available to students for wellness checks, mentorship, and every day check-ins

Priority 3: Parent Support and Stakeholders Engagement

Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.

GOAL 1: Regular Communication	GOAL 2: Diversity, Equity, and Inclusion Improvement	GOAL 3: Access (Being available for Families)
ACTION PLAN	ACTION PLAN	ACTION PLAN
<ul style="list-style-type: none"> ● Constant contact IN ALL LANGUAGES with parents via email, text, phone calls, flyers, digital posters ● Frequent use of Parent Square ● This year, we have implemented a Monthly Newsletter that is sent out via ParentSquare monthly ● This year, we have created an all-school events calendar that we utilize to keep all stakeholders informed 	<ul style="list-style-type: none"> ● Host one community event each semester (family history, cultural fair, etc). ● Outreach in the greater community with the goal of increasing the African-American Student population ● Host a Parent Portal support Workshop (part of the pre-existing parent meetings calendar, focused on signing up, translation options, parentSquare, PowerSchool, Google Classroom) 	<ul style="list-style-type: none"> ● FST Meetings quarterly ● Use zoom, videos to assist with language translation ● All communication to families will be offered in their native languages.

Priority 4: Increased Student Access to Technology and Other Initiatives

Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.



<p>GOAL 1: Ensuring that students understand digital citizenship.</p>	<p>GOAL 2: Communication regarding Technology</p>	<p>GOAL 3: Inventories + Loss Prevention</p>
<p>ACTION PLAN</p>	<p>ACTION PLAN</p>	<p>ACTION PLAN</p>
<ul style="list-style-type: none"> ● Ensuring that all students understand Chromebook care and updates. ● For tech-dependent assignments, give students ample time to complete in class ● Make text-to-speech and speech-to-text accessible and easy to use in all contexts ● Allow for a variety of ways for students to express what they have learned 	<ul style="list-style-type: none"> ● Utilizing Hapara during Independent work to ensure students are on task during assignments. ● Parent-Student-Staff Technology contract which includes consequences for breaking/losing and includes a small tech deposit for recuperating losses ● Teachers clearly state chromebook time in lesson plans 	<ul style="list-style-type: none"> ● Running regular inventories - check counts, condition, chargers, general functioning of tech ● Possible for future: Classroom sets of computers only ● Tech Contract



**OAKLAND
CHARTER ACADEMY**

NWEA Report

SY 2022-2023

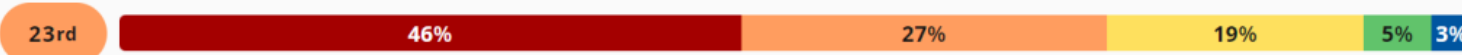


Grade ↑	Achievement Spring 2022-2023 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 7	20th 		76
Grade 8	21st 		56

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Winter 2023-2024
 Tested Spring 2022-2023

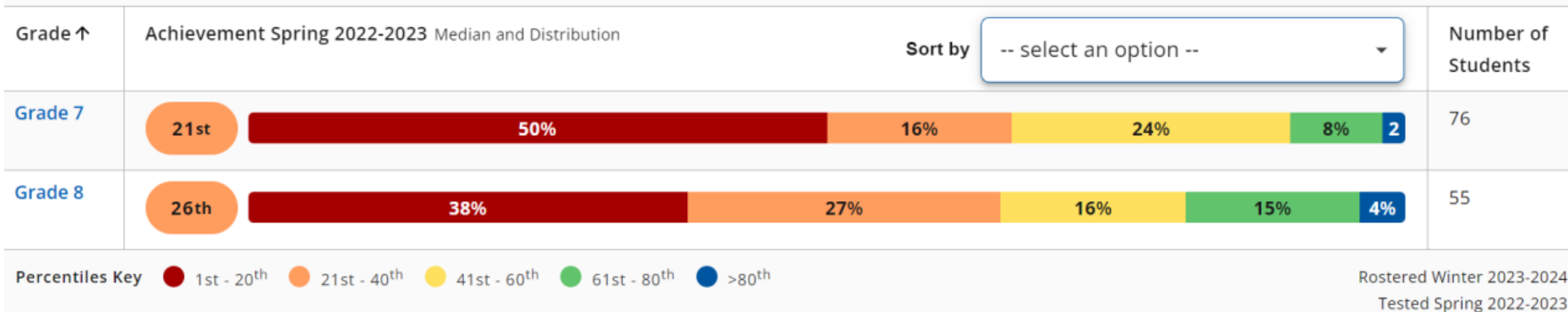
Achievement by Grade

Oakland Charter Academy | Math K-12

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 6	23rd 		63
Grade 7	21st 		79
Grade 8	25th 		58

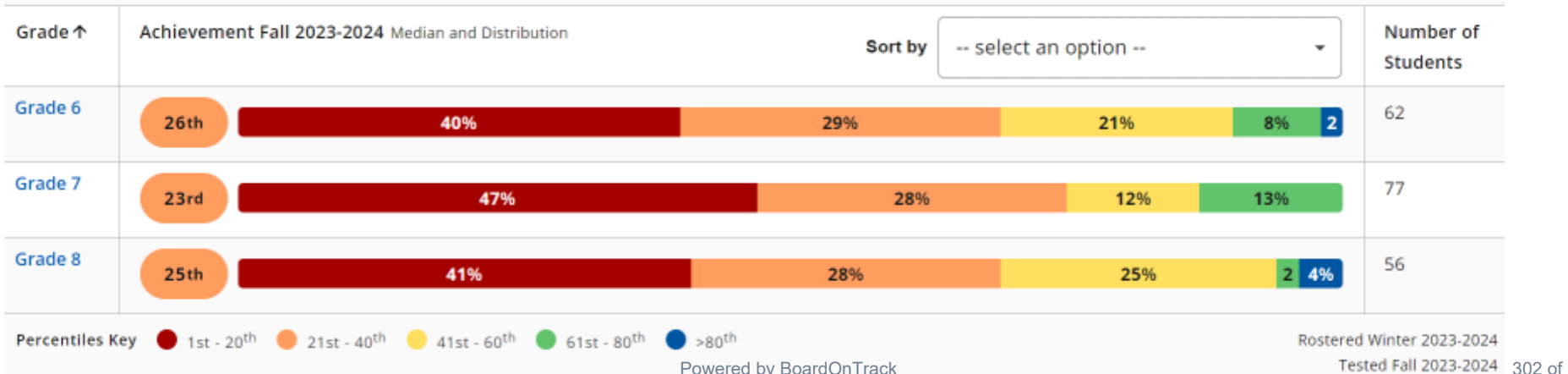
Achievement by Grade

Oakland Charter Academy | Reading



Achievement by Grade

Oakland Charter Academy | Reading



Coversheet

Chief Executive Officer Report

Section: IV. Discussion
Item: B. Chief Executive Officer Report
Purpose: FYI
Submitted by:
Related Material: CEO January 2024.pptx



CEO Report
January 16, 2024

23-24 Enrollment and ADA

	23-24 Budgeted Enrollment	1st Interim Enrollment	1/16 Current Enrollment	P-1 ADA% 8/21-12/15
BJE	500	480	475	92.53 %
DCA	300	259	262	98.34 %
JHHS	350	277	292	95.51%
OCA	245	212	220	93.74 %
OCHS	430	359	360	94.42 %
RCA	300	281	286	95.72 %



AMPS

HONOR HARD WORK

- Listening and Learning: Home office, one on one meetings with directors and site leaders, students
- School Site Visits: OCHS, OCA, DCA, JHHS
- Recruitment and Hiring of New CFO Update
- Staffing, Budget Preparation, LCAP Update, Leadership Development, Saturday School

2024-25 State Budget Proposal Summary

The good news: The state budget the budget maintains investments that are critical to improving supports for students.

The concern: The proposed state budget uses reserves to cover a 38 billion dollar shortfall. The Governor's budget does not declare a fiscal emergency or revenue deferrals.

Investments maintained:

- community schools
- universal meals
- expanded learning opportunities
- educational workforce

“Governor’s proposals are comforting given the state’s fiscal distress” Charter Schools Development Center

The May Revise is expected to give a clearer picture due to the volatile economic climate for the state.



AMPS-Learn, Engage, Site Visits



AMPS-Learn, Engage, Site Visits