



Amethod Public Schools

Special Meeting of the AMPS Board of Directors

Published on January 23, 2026 at 4:10 PM PST

Date and Time

Tuesday January 27, 2026 at 6:00 PM PST

Location

1450 Marina Way S, 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 in the Home Office's Board Room 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:

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. Members of the public who are joining 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 Board of Directors 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 may distribute additional information and/or documents to the Board of Directors after the agenda is posted and at the meeting; these items and the full Board packet are available for inspection in the AMPS Board Room (located at 1450 Marina Way S, Richmond, CA 94804) and during the meeting. Any documents distributed to the Board of Directors during the meeting will be posted on the website Agenda following the meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 436-0172. 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		Rodolfo Ornelas	1 m
B. Record Attendance		Sally Li	1 m
C. Announcements			1 m
D. Approval of the Agenda	Vote	Rodolfo Ornelas	1 m
E. 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			6:06 PM
A. Approval of 12/15/2025 Regular Board Meeting Minutes	Approve Minutes	Rodolfo Ornelas	1 m

	Purpose	Presenter	Time
B. Approval of November Check Register	Vote	Adrienne Barnes	1 m
C. Approval of December Check Register	Vote	Adrienne Barnes	1 m
III. Closed Session			6:09 PM
A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9 (2 cases)	Discuss		30 m
IV. Business I			6:39 PM
A. Staff Presentation: Academic Data Public comment	FYI	Mary Busby & Michelle Coleman	10 m
B. Staff Presentation: School Accountability Report Card Public comment	FYI	Maria Arechiga	10 m
C. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Downtown Charter Academy Public comment	Vote	Maria Arechiga	2 m
D. Review and Consideration of Approval of School Accountability Report Card 2024-25 for John Henry High School Public comment	Vote	Maria Arechiga	2 m
E. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Oakland Charter Academy Public comment	Vote	Maria Arechiga	2 m
F. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Academy Public comment	Vote	Maria Arechiga	2 m

	Purpose	Presenter	Time
G. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Elementary- Benito Juarez Public comment	Vote	Maria Arechiga	2 m
H. Nomination and Approval of Appointment of Members to the Audit Committee Public comment	Vote	Rodolfo Ornelas	3 m
I. Review and Consideration of Acceptance of 2024-25 Audit Report Public comment	Vote	Maria Arechiga	10 m
J. Review and Consideration of Approval of Referral Protocol Policy Public comment	Vote	Mary Busby	3 m
K. Review and Consideration of Approval of 2026-27 Academic Calendar Public comment	Vote	Maria Arechiga	3 m
L. Review and Consideration of Approval of Engagement Letter with Fisher Phillips Public comment	Vote	Adrienne Barnes	3 m
M. Review and Consideration of Approval of Oakland Charter High School Closure Plan Public comment	Vote	Mary Busby	3 m
N. Review and Consideration of Approval of Lease Amendment for Downtown Charter Academy Public comment	Vote	Adrienne Barnes	3 m
O. CEO Report Public comment	FYI	Adrienne Barnes	5 m
V. Closing Items			7:42 PM
A. Adjourn Meeting	FYI	Rodolfo Ornelas	1 m

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Coversheet

Approval of 12/15/2025 Regular Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 12/15/2025 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on December 15, 2025

APPROVED



Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time

Monday December 15, 2025 at 6:00 PM

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**.

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present

D. Leung, J. Lerma, L. Martinez, M. DiGiorgio

Directors Absent

P. Hanley, R. Ornelas

Guests Present

A. Barnes, M. Arechiga, S. Li

I. Opening Items

A. Call the Meeting to Order

M. DiGiorgio called a meeting of the board of directors of Amethod Public Schools to order on Monday Dec 15, 2025 at 6:02 PM.

B. Record Attendance

C. Announcements

No announcements.

D. Approval of the Agenda

D. Leung made a motion to Approve the Agenda.

L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Martinez Aye
D. Leung Aye
P. Hanley Absent
J. Lerma Aye
R. Ornelas Absent
M. DiGiorgio Aye

E. Public Comments on Non-Agenda Items

No public comments.

II. Consent

A. Approval of 12/01/2025 Regular Board Meeting Minutes

D. Leung made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 12-01-25.
L. Martinez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. DiGiorgio Aye
L. Martinez Aye
R. Ornelas Absent
D. Leung Aye
J. Lerma Aye
P. Hanley Absent

III. Closed Session

A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

M. DiGiorgio made a motion to move into Closed Session.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Hanley Absent
M. DiGiorgio Aye
D. Leung Aye
L. Martinez Aye
J. Lerma Aye
R. Ornelas Absent

The board reconvened from closed session at 6:28pm and there were no reportable actions.

IV. Business I

A. Alder Presentation- Teacher Residency Program

Elise Darwish, who has a background with Aspire Public Schools, presented a proposal for a Teacher Residency Program at AMPS to address California's teacher shortage in critical areas like special education, math, science, and bilingual education. This program pairs residents with experienced AMPS mentors to earn both a teaching credential and a Master's in Education while receiving a stipend. In exchange, participants commit to teaching at an AMPS school for four years. The program, which aims to diversify the teacher pipeline by recruiting from within the community, would partner with Alder Graduate School of Education and be funded through a five-year state grant.

Board member Liz expressed concerns regarding the sustainability of the teacher residency program based on her previous experiences. She highlighted two significant challenges: the general difficulty of finding enough qualified mentors and a high correlation between ideal mentor candidates and those who are already overextended as teacher leaders or club advisors. This overlap created a capacity issue that ultimately made it difficult to provide a high-quality experience for the residents. Liz asked how they plan to address these potential capacity challenges to ensure the program remains sustainable and effective at AMPS.

Elise explained that the program is initially requesting funding for only six residents, primarily because the availability of qualified mentors is the limiting factor. Currently, there are 14 teachers within AMPS who meet the necessary criteria of having a clear credential and at least three years of teaching experience. The plan is to recruit mentors from this existing pool while utilizing the upcoming planning year to hire additional qualified staff. Furthermore, the grant provides flexibility by allowing funds to be rolled over for up to four years, effectively extending the program to a fifth year if the school is unable to secure enough mentors or residents in a given period.

Vice Chair Margie asked about the recruitment efforts for teacher candidates.

Elise outlined a tiered recruitment strategy for the teacher residency program based on Alder's successful model. The primary focus is on internal and local recruitment, starting with current paraprofessionals and instructional aides before reaching out to the broader community. The strategy also involves partnering with local nonprofit organizations, followed by traditional outreach through job boards, career fairs, and college recruitment.

B. Review and Consideration of Approval of Board Resolution for Increasing Teaching Diversity

Elise Darwish introduces a board resolution aimed at increasing the diversity of the teacher workforce. The resolution serves as a formal statement of the board's support for cultivating a more diverse group of educators.

D. Leung made a motion to Approve Board Resolution for Increasing Teaching Diversity.

J. Lerma seconded the motion.

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

Roll Call

L. Martinez Aye
D. Leung Aye
P. Hanley Absent
R. Ornelas Absent
J. Lerma Aye
M. DiGiorgio Aye

C. Review and Consideration of Approval of Oakland Charter High School Asset Relocation

Adrienne, CEO addressed the closure of Oakland Charter High School due to its non-renewal. She explained that there is a significant amount of inventory and assets remaining on the campus that the administration wishes to redistribute among the other AMPS schools. Adrienne noted that Ms. Magana has coordinated with teams across the organization to develop a comprehensive inventory list and a distribution plan. She requested board approval to officially move these assets to the other campuses.

D. Leung made a motion to Approve Oakland Charter High School Asset Relocation.

L. Martinez seconded the motion.

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

Roll Call

J. Lerma Aye
D. Leung Aye
M. DiGiorgio Aye
R. Ornelas Absent
L. Martinez Aye
P. Hanley Absent

D. Review and Consideration of Approval of Oakland Charter High School Closure Appointee

Adrienne, CEO recommended Kelly Le to be the school closure appointee.

L. Martinez made a motion to Appoint Kelly Le as the Oakland Charter High School Closure Appointee.

D. Leung seconded the motion.

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

Roll Call

D. Leung Aye
M. DiGiorgio Aye

Roll Call

P. Hanley Absent
L. Martinez Aye
J. Lerma Aye
R. Ornelas Absent

E. Review and Consideration of Approval of John Henry High School Grad Night Proposal

Mary, Senior Director of Student Services and Special Education presented the John Henry High School Grad Night Proposal, to celebrate the seniors' achievement and strengthen the school community. Because it is an overnight trip to Disneyland it required formal board approval. She noted that the trip would be supervised by chaperones and at least one school administrator.

Board member Liz asked for the fundraising plans for the Grad Night trip. She observed that while the proposal mentioned several events, it only listed two, both of which involved selling World's Finest Chocolate. Liz asked for clarification on whether additional fundraising activities were planned and how the school had traditionally handled these costs in the past.

Mary explains that the student government is actively involved in fundraising, having previously organized activities such as selling hot chocolate. She notes that 90% of the students who wish to attend Grad Night have already paid. Because of this high level of upfront payment and consistent student-led fundraising efforts, she anticipates that the school will have very little overhead cost for the trip this year.

Board member Liz asked about the process for identifying students classified as foster youth or homeless. Her primary concern was to ensure that these students are not required to pay for the Grad Night trip. She asked if the designated appointee for foster youth had performed a check to confirm no eligible students would be charged. Mary said there are no identified seniors.

D. Leung made a motion to Approve John Henry High School Grad Night Proposal.

J. Lerma seconded the motion.

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

Roll Call

P. Hanley Absent
J. Lerma Aye
M. DiGiorgio Aye
L. Martinez Aye
D. Leung Aye
R. Ornelas Absent

F. Review and Consideration of Approval to Revise Board Meeting Calendar 2025-26

Adrienne, CEO recommends revising the January and May 2026 board meeting dates and asked the board to check if they'll be available. She suggested changing the January 15th regular board meeting to January 28th for the Audit Report and May 21st regular meeting to May 14th to approve COLA and at-will agreements for the 26-27 school year. D. Leung made a motion to Approve Revising the Board Meeting Calendar 2025-26.

J. Lerma seconded the motion.

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

Roll Call

M. DiGiorgio Aye
L. Martinez Aye
R. Ornelas Absent
D. Leung Aye
P. Hanley Absent
J. Lerma Aye

V. Closing Items

A. Adjourn Meeting

D. Leung made a motion to adjorun meeting.

L. Martinez seconded the motion.

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

Roll Call

P. Hanley Absent
D. Leung Aye
J. Lerma Aye
L. Martinez Aye
R. Ornelas Absent
M. DiGiorgio Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:50 PM.

Respectfully Submitted,
M. DiGiorgio

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Coversheet

Approval of November Check Register

Section: II. Consent
Item: B. Approval of November Check Register
Purpose: Vote
Submitted by:
Related Material: November 2025 Check Register.pdf

Company name: Amethod Public Schools
Report name: Check register
Created on: 1/15/2026

Date	Vendor	Document no.	Amount	Notes
11/5/2025	BRAD000--Brady Industries	11895	627.53	
11/5/2025	CME 000--CME Security Services	11896	190.00	
11/5/2025	INDU000--Industry Specific Solutions	11897	8,225.00	
11/5/2025	MONT000--Joyce Montgomery	11898	7,050.00	
11/5/2025	KIMO000--Kimochis	11899	6,253.52	
11/5/2025	MEAS000--Measure Education Inc	11900	8,239.88	
11/5/2025	SCHO003--School Food Solutions L3C	11901	3,048.90	
11/5/2025	SCOO000--Scoot Education	11902	6,315.00	
11/5/2025	SHUT000--Shutterfly Lifetouch, LLC Accts Receiv	11903	4,101.15	
11/5/2025	STAP000--Staples	11904	134.52	
11/5/2025	EDUC002--The Education Team	11905	4,036.49	
11/7/2025	DARW000--Elise Darwish	11906	8,600.00	
11/7/2025	MBCO000--MB Consulting Company	11907	2,175.00	
11/7/2025	MEAS000--Measure Education Inc	11908	8,239.88	
11/7/2025	NAVI000--Navitas Credit Corp	11909	3,110.19	
11/7/2025	POWE000--Power School Group LLC	11910	3,991.06	
11/7/2025	RICH001--Richmond Chamber of Commerce	11911	300.00	
11/7/2025	SCOO000--Scoot Education	11912	7,457.00	
11/7/2025	EDUC002--The Education Team	11913	926.90	
11/12/2025	CAST000--Andriana Castellanos	11914	59.92	
11/12/2025	BRAD000--Brady Industries	11915	466.98	
11/12/2025	CALI001--California Department of Education	11916	312,312.55	Overpayment reimbursement

11/12/2025	CHAR003--CharterSafe	11917	49,188.00	
11/12/2025	EDSP000--Ed Sped Solutions, Inc	11918	5,640.00	
11/12/2025	EDUC003--Educational Testing Service	11919	303.00	
11/12/2025	EMEE000--Eme Enterprise Inc.	11920	163.79	
11/12/2025	INDU000--Industry Specific Solutions	11921	7,032.50	
11/12/2025	KIKI000--Kiki's Jumpers & Decorations	11922	1,011.90	
11/12/2025	MEAS000--Measure Education Inc	11923	8,239.88	
11/12/2025	NCSP000--NCS Pearson, Inc.	11924	3,765.00	
11/12/2025	REVO000--Revolution Foods, PBC	11925	88,634.75	Board-approved contract - nutrition serv
11/12/2025	SCOO000--Scoot Education	11926	76,178.00	Board-approved contract - substitute serv
11/12/2025	SHUT000--Shutterfly Lifetouch, LLC Accts Receiv	11927	1,733.24	
11/12/2025	SWIN000--Swing Education	11928	7,168.00	
11/12/2025	EDUC002--The Education Team	11929	1,907.50	
11/12/2025	WADF000--Wadford Martial Arts	11930	1,500.00	
11/14/2025	AMAZ000--AMAZON CAPITAL SERVICES, INC.	11931	7,802.70	
11/14/2025	CERT000--Certified Languages International, LLC	11932	108.75	
11/14/2025	EDSP000--Ed Sped Solutions, Inc	11933	17,980.20	
11/14/2025	FOLL000--Follett Software LLC	11934	230.30	
11/14/2025	INDU000--Industry Specific Solutions	11935	12,472.50	
11/14/2025	BUSB000--Mary Busby	11936	266.24	
11/14/2025	PIED000--Piedmont Performing Arts School	11937	1,375.00	
11/14/2025	PROC000--Procopio			
11/14/2025	SWIN000--Swing Education	11939	4,480.00	
11/14/2025	EDUC002--The Education Team	11940	2,503.17	

11/14/2025	YOUN000--Young & Minney & Corr, LLP			
11/19/2025	ATTX478--AT&T	11942	752.85	
11/19/2025	ATTX8481--AT&T Mobility	11943	1,378.02	
11/19/2025	ATTX481--AT&T MOBILITY	11944	2,201.11	
11/19/2025	CERT000--Certified Lanquages International, LLC	11945	1,004.85	
11/19/2025	DANX000--Dan M. Mierzwa	11946	69,999.00	Board-approved payment - property tax.
11/19/2025	DANX000--Dan M. Mierzwa	11947	38,268.84	
11/19/2025	EDSP000--Ed Sped Solutions, Inc	11948	6,400.00	
11/19/2025	INDU000--Industry Specific Solutions	11949	11,802.50	
11/19/2025	MVPS000--MVP Sports	11950	1,100.85	
11/19/2025	HANL000--Peter Hanley	11951	66.94	
11/19/2025	SCOO000--Scoot Education	11952	79,220.00	Board-approved contract - substitute ser
11/19/2025	THIR000--ThirdWay Consulting	11953	8,200.00	
11/20/2025	TEFE000--Elizabeth Teferi	11954	68.00	
11/20/2025	GALI000--Harry Galiano	11955	169.30	
11/20/2025	BALD000--Meridith Anne Baldwin	11956	84.00	
11/24/2025	ACAC000--Acacia Partners	11957	15,000.00	
11/24/2025	ACEB000--Ace Backflow Testing & Repair	11958	101.00	
11/24/2025	AMAZ000--AMAZON CAPITAL SERVICES, INC.	11959	1,602.99	
11/24/2025	EDUC002--The Education Team	11960	3,006.09	
11/24/2025	KIKI000--Kiki's Jumpers & Decorations	11961	1,011.90	
11/26/2025	AMAG000--AMA Glass	11962	540.00	
11/26/2025	GET 000--Get Empowered	11963	15,175.00	
11/26/2025	INDU000--Industry Specific Solutions	11964	4,325.00	

11/26/2025	K12H000--K12 Health	11965	1,254.00	
11/26/2025	LEGA000--Legacy Mechanical & Energy Services,	11966	2,450.00	
11/26/2025	OAKL002--Oakland Unified School District	11967	48,686.57	
11/26/2025	RIVI000--Riviera Finance	11968	16,640.00	
11/26/2025	SCHO003--School Food Solutions L3C	11969	2,637.78	
11/26/2025	SCHO000--School Specialty LLC	11970	6,585.35	
11/26/2025	SCOO000--Scoot Education	11971	80,363.81	Board-approved contract - substitute serv
11/26/2025	STAP000--Staples	11972	611.34	
11/26/2025	STAP000--Staples	11973	556.44	
11/26/2025	SWIN000--Swing Education	11974	2,688.00	
11/26/2025	THEB000--The Berkeley Chess School	11975	2,415.00	
11/26/2025	EDUC002--The Education Team	11976	2,276.74	
11/26/2025	TRSC000--TRS/CPR Education	11977	1,180.00	

Coversheet

Approval of December Check Register

Section: II. Consent
Item: C. Approval of December Check Register
Purpose: Vote
Submitted by:
Related Material: December 2025 Check Register.pdf

Company name: Amethod Public Schools
Report name: Check register
Created on: 1/15/2026

Date	Vendor	Document no.	Amount	Notes
12/3/2025	AMAZ000--AMAZON CAPITAL SERVICES, INC.	11978	55.11	
12/3/2025	BAYP000--Bay Pro	11979	1,507.40	
12/3/2025	BRAD000--Brady Industries	11980	125.83	
12/3/2025	CHAR002--Charter Impact	11981	25,134.00	
12/3/2025	CHRI001--Christy White, Inc	11982	20,027.25	
12/3/2025	EBMU961--EBMUD PAYMENT CENTER	11983	1,421.02	
12/3/2025	EBMU226--EBMUD PAYMENT CENTER	11984	908.88	
12/3/2025	EBMU827--EBMUD PAYMENT CENTER	11985	1,098.00	
12/3/2025	EVER000--EVERON FKA ADT COMMERCIAL	11986	321.26	
12/3/2025	EVER046--EVERON FKA ADT COMMERCIAL	11987	1,285.44	
12/3/2025	EVER723--EVERON FKA ADT COMMERCIAL	11988	396.69	
12/3/2025	EVER645--EVERON FKA ADT COMMERCIAL	11989	206.36	
12/3/2025	FLYN000--Flynn Plumbing, Inc	11990	3,692.00	
12/3/2025	HOPS000--HopSkipDrive, Inc	11991	1,602.28	
12/3/2025	NAVI000--Navitas Credit Corp	11992	3,523.46	
12/3/2025	OMEG000--Omega Pest Control, Inc.	11993	700.00	
12/3/2025	PURE000--Pure Electric, LLC	11994	553.35	
12/3/2025	BAUT000--Rojas Building Solution and Janitoria.	11995	36,620.00	
12/3/2025	SAFE001--SafeTight Security	11996	4,503.48	
12/3/2025	STAR001--Shavaughna Starkey	11997	24.50	
12/3/2025	SPEC000--SpectrumVoIP	11998	177.36	
12/3/2025	STAP000--Staples	11999	1,165.76	
12/5/2025	ATTX478--AT&T	12000	752.85	

12/5/2025	BAYA000--Bay Alarm	12001	555.00
12/5/2025	EBMU023--EBMUD PAYMENT CENTER	12002	304.68
12/5/2025	EBMU861--EBMUD PAYMENT CENTER	12003	207.26
12/5/2025	EBMU046--EBMUD PAYMENT CENTER	12004	340.84
12/5/2025	EBMU941--EBMUD PAYMENT CENTER	12005	423.22
12/5/2025	EBMU958--EBMUD PAYMENT CENTER	12006	766.86
12/5/2025	DARW000--Elise Darwish	12007	3,100.00
12/5/2025	FLYN000--Flynn Plumbing, Inc	12008	1,869.00
12/5/2025	INDU000--Industry Specific Solutions	12009	4,690.00
12/5/2025	OMEG000--Omega Pest Control, Inc.	12010	150.00
12/5/2025	ORKI000--Orkin	12011	166.00
12/5/2025	PACI002--Pacific Office Automation	12012	1,758.30
12/5/2025	BAUT000--Rojas Building Solution and Janitoria.	12013	27,480.00
12/5/2025	SAFE001--SafeTight Security	12014	5,600.64
12/5/2025	SCHO003--School Food Solutions L3C	12015	2,815.38
12/5/2025	SCHO000--School Specialty LLC	12016	4,505.37
12/5/2025	SCOO000--Scoot Education	12017	4,061.00
12/5/2025	SONI000--Sonitrol	12018	218.00
12/5/2025	EDUC002--The Education Team	12019	3,728.30
12/5/2025	WADF000--Wadford Martial Arts	12020	1,250.00
12/10/2025	BAYP000--Bay Pro	12021	1,507.40
12/10/2025	BLIC000--Blick Art Materials LLC	12022	284.93
12/10/2025	CHAR002--Charter Impact	12023	18,000.00
12/10/2025	GET 000--Get Empowered	12024	1,200.00
12/10/2025	INFO000--InfoArmor, Inc	12025	195.10

12/10/2025	KRAM000--Kramer Workplace Investigations			
12/10/2025	LEGA000--Legacy Mechanical & Energy Services	12027	8,031.07	
12/10/2025	MEAS000--Measure Education Inc	12028	8,239.88	
12/10/2025	PACI002--Pacific Office Automation	12029	618.84	
12/10/2025	PROC000--Procopio			
12/10/2025	REED000--Reed Brothers Security	12031	11,142.13	
12/10/2025	REPU967--Republic Services #851	12032	4,831.85	
12/10/2025	REPU448--Republic Services #851	12033	5,260.81	
12/10/2025	RIVI000--Riviera Finance	12034	92,866.25	Board approved contract - required SPEL
12/10/2025	SCOO000--Scoot Education	12035	170.18	
12/10/2025	SWIN000--Swing Education	12036	4,816.00	
12/12/2025	AMAZ000--AMAZON CAPITAL SERVICES, INC.	12037	2,469.42	
12/12/2025	CERT000--Certified Languages International, LL	12038	27.55	
12/12/2025	EDSP000--Ed Sped Solutions, Inc	12039	18,580.00	
12/12/2025	GET 000--Get Empowered	12040	8,675.00	
12/12/2025	HOPS000--HopSkipDrive, Inc	12041	2,000.11	
12/12/2025	INDU000--Industry Specific Solutions	12042	7,135.00	
12/12/2025	MONT000--Joyce Montgomery	12043	8,100.00	
12/12/2025	MBCO000--MB Consulting Company	12044	2,175.00	
12/12/2025	METL000--Met Life	12045	5,126.73	
12/12/2025	NCSP000--NCS Pearson, Inc.	12046	3,609.24	
12/12/2025	PIED000--Piedmont Performing Arts School	12047	825.00	
12/12/2025	PROC000--Procopio			
12/12/2025	REDW000--Redwood Health Services, Inc	12049	5,879.50	
12/12/2025	REVO000--Revolution Foods, PBC	12050	52,823.75	Board approved contract - nutrition servi
12/12/2025	BAUT000--Rojas Building Solution and Janitoria.	12051	8,000.00	

12/12/2025	SANJ000--San Joaquin County of Education	12052	1,850.00	
12/12/2025	SCHO000--School Specialty LLC	12053	5,561.33	
12/12/2025	SCOO000--Scoot Education	12054	52,145.39	Board approved contract - substitute ser
12/12/2025	STAP000--Staples	12055	162.26	
12/12/2025	SWIN000--Swing Education	12056	4,480.00	
12/17/2025	ACME000--Acme Roofing Services Inc	12057	2,300.00	
12/17/2025	ALLE000--Allegion Access Technologies LLC	12058	1,154.92	
12/17/2025	ATTX062--AT&T	12059	0.04	
12/17/2025	ATTX073--AT&T	12060	152.55	
12/17/2025	ATTX8481--AT&T Mobility	12061	1,378.00	
12/17/2025	ATTX481--AT&T MOBILITY	12062	2,236.68	
12/17/2025	CITY000--City Of Oakland - False Alarm Reduct	12063	440.51	
12/17/2025	CITY002--City of Richmond	12064	735.00	
12/17/2025	OOMA000--Ooma Inc	12065	197.44	
12/17/2025	PACI002--Pacific Office Automation	12066	345.71	
12/17/2025	SCOO000--Scoot Education	12067	4,636.00	
12/17/2025	SPEC000--SpectrumVoIP	12068	177.45	
12/18/2025	STAN000--Standard Insurance Company	12069	11,724.33	
12/19/2025	ACEB000--Ace Backflow Testing & Repair	12070	404.00	
12/19/2025	ATTX073--AT&T	12071	152.55	
12/19/2025	CRIM000--Crime Watch Security Systems, Inc.	12072	510.00	
12/19/2025	EBMU621--EBMUD PAYMENT CENTER	12073	601.96	
12/19/2025	EBMU732--EBMUD PAYMENT CENTER	12074	918.31	
12/19/2025	EVER046--EVERON FKA ADT COMMERCIAL	12075	1,285.44	
12/19/2025	INDU000--Industry Specific Solutions	12076	4,527.50	

12/19/2025	<i>REDW000--Redwood Health Services, Inc</i>	<i>12077</i>	<i>27,412.00</i>
12/19/2025	<i>REED000--Reed Brothers Security</i>	<i>12078</i>	<i>297.56</i>
12/19/2025	<i>SCOO000--Scoot Education</i>	<i>12079</i>	<i>3,463.00</i>
12/19/2025	<i>STAP000--Staples</i>	<i>12080</i>	<i>1,077.22</i>
12/19/2025	<i>STAR000--Star Elevator, Inc.</i>	<i>12081</i>	<i>2,111.58</i>
12/19/2025	<i>EDUC002--The Education Team</i>	<i>12082</i>	<i>3,065.13</i>
12/23/2025	<i>SENE000--Seneca</i>	<i>12083</i>	<i>1,212.00</i>

Coversheet

Staff Presentation: Academic Data

Section: IV. Business I
Item: A. Staff Presentation: Academic Data
Purpose: FYI
Submitted by: Mary Busby and Michelle Coleman
Related Material: Board meeting - Data presentation (1).pdf

BACKGROUND:

This data presentation provides the Board with a high-level overview of student performance and program effectiveness. The data is intended to inform governance-level oversight by highlighting trends, strengths, and areas for continued focus, while supporting strategic decision-making aligned to the school's academic goals and accountability priorities.

RECOMMENDATION:

N/A

AMPS



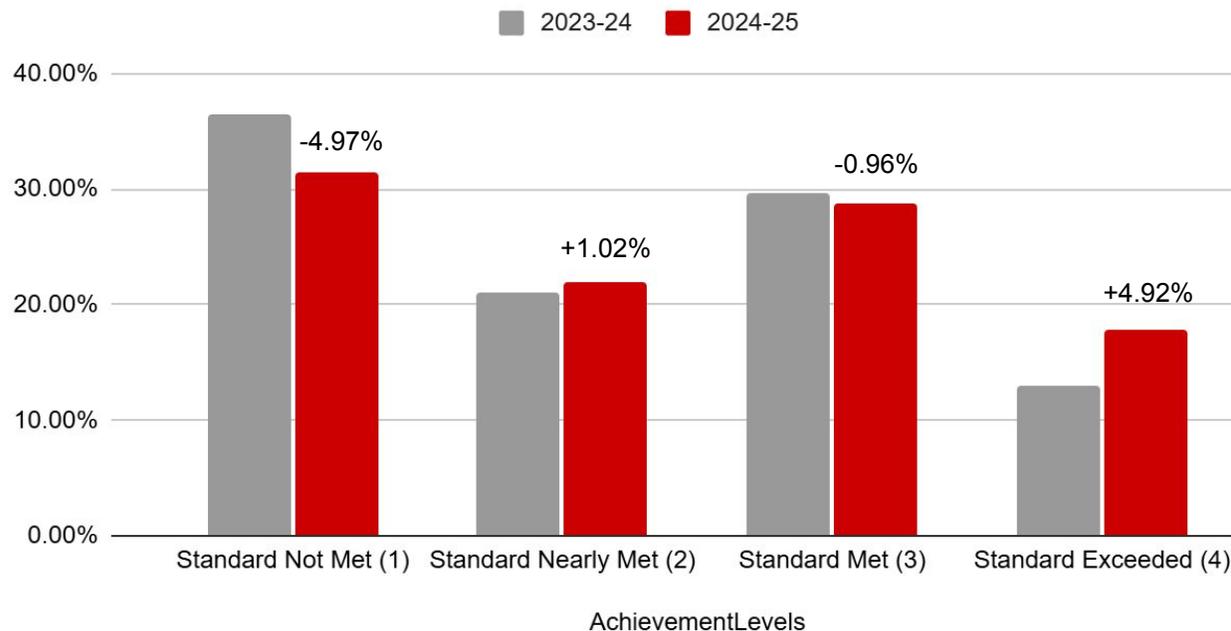
HONOR HARD WORK

AMPS SBAC - 2024 vs 2025

As an organization, AMPS has increased the % of students who have met or exceeded the standard in both math and reading.

Reading

AMPS Reading - Percent of Students in each Achievement Level



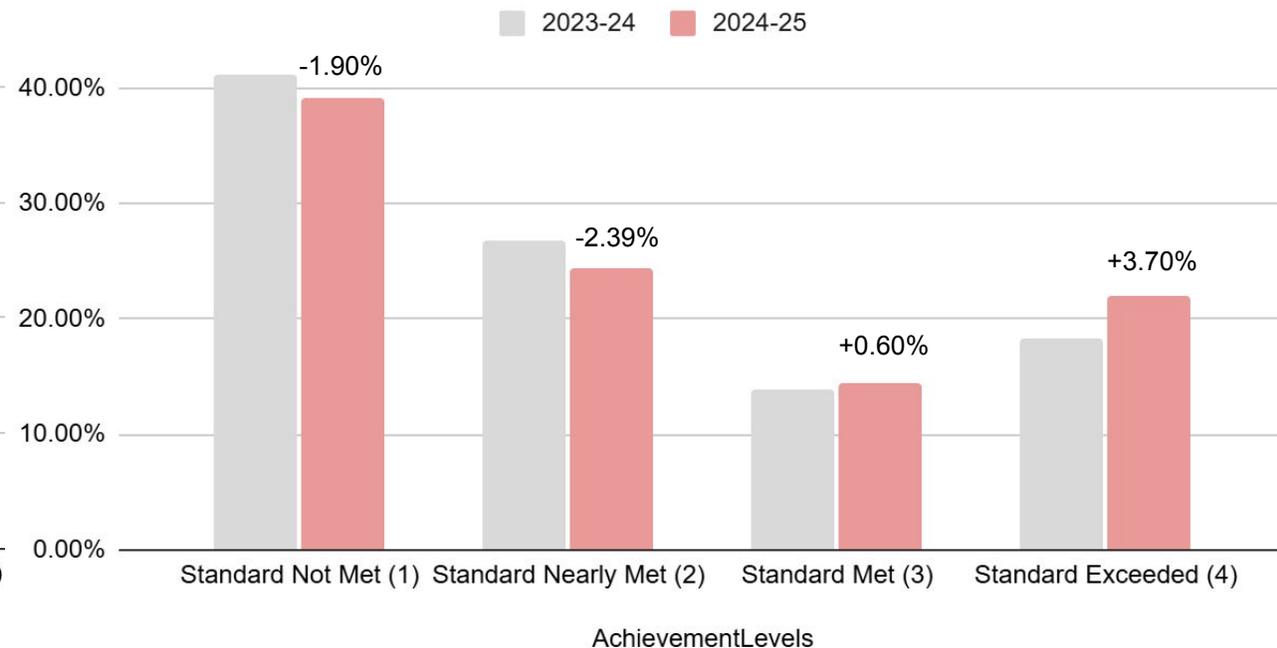
Met or Exceeded Standards

2023-24 = **42.62%**

2024-25 = **46.57%**

Math

AMPS Math - Percent of Students in each Achievement Level



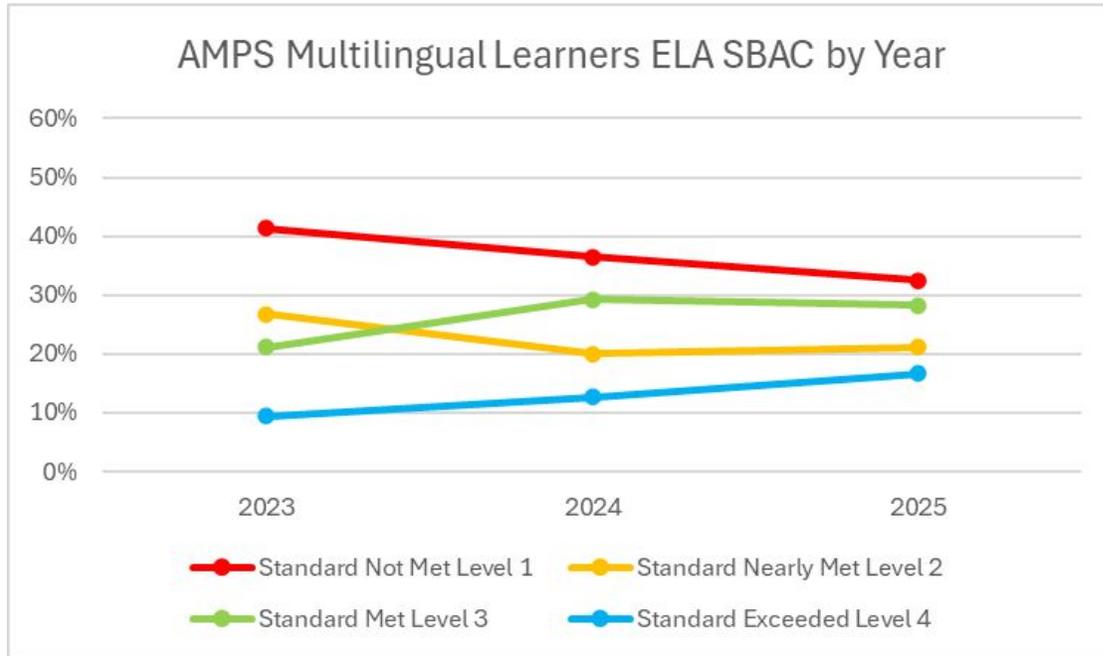
Met or Exceeded Standards

2023-24 = **32.18%**

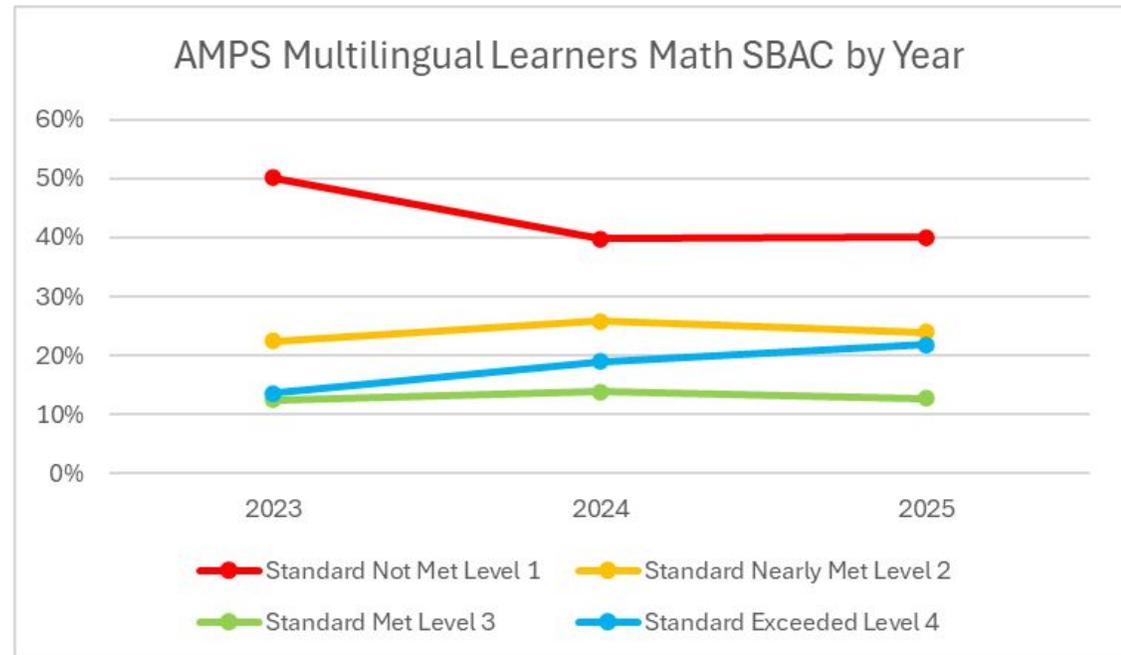
2024-25 = **36.47%**

Multilingual Learners at AMPS

Over the last three years, fewer multilingual learners have not met the standard.



ELA - Grades 3rd - 8th



Math - Grades 3rd - 8th

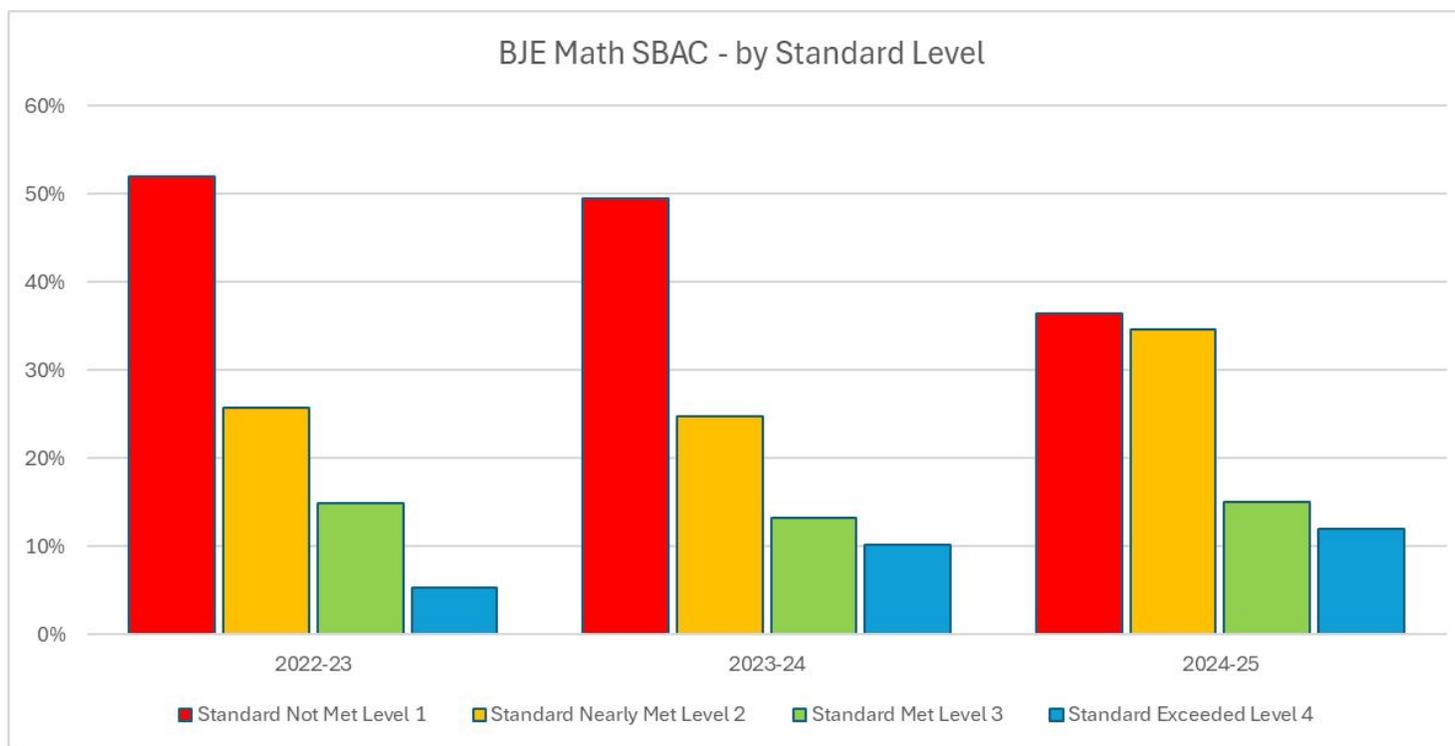
BENITO JUAREZ



ELEMENTARY

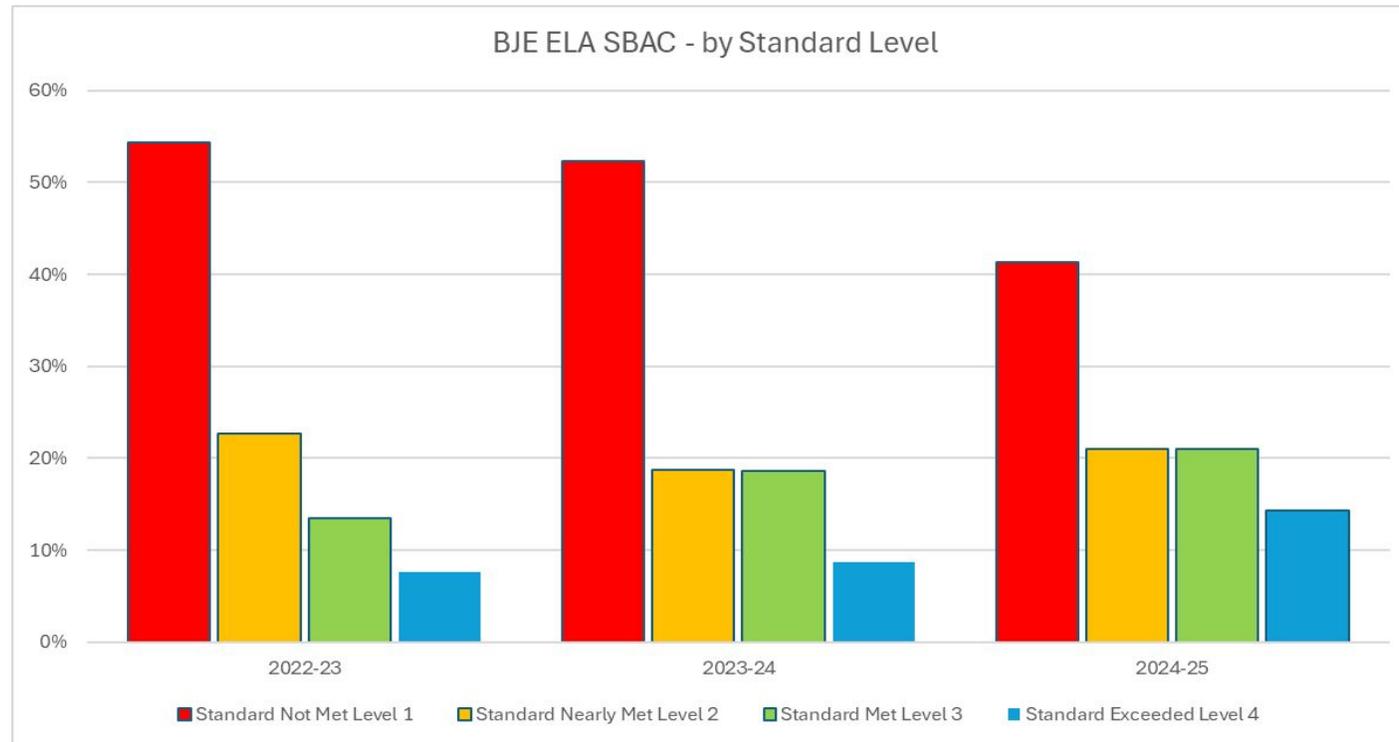
Benito Juarez Academy - Math

The school has made significant progress in math by moving students from not meeting standard to approaching the standard.



Benito Juarez Academy - ELA

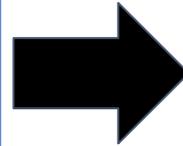
The progress in is significant as well as more students are approaching standard.



2025-2026

BJE is focusing on:

- High quality implementation of curriculum
- Using data to inform instruction
- Making students do the rigorous cognitive work



- Classroom walkthroughs show an increase in student engagement.
- iReady scores show:
 - 23% increase in proficiency for Reading
 - 23% increase in proficiency for math

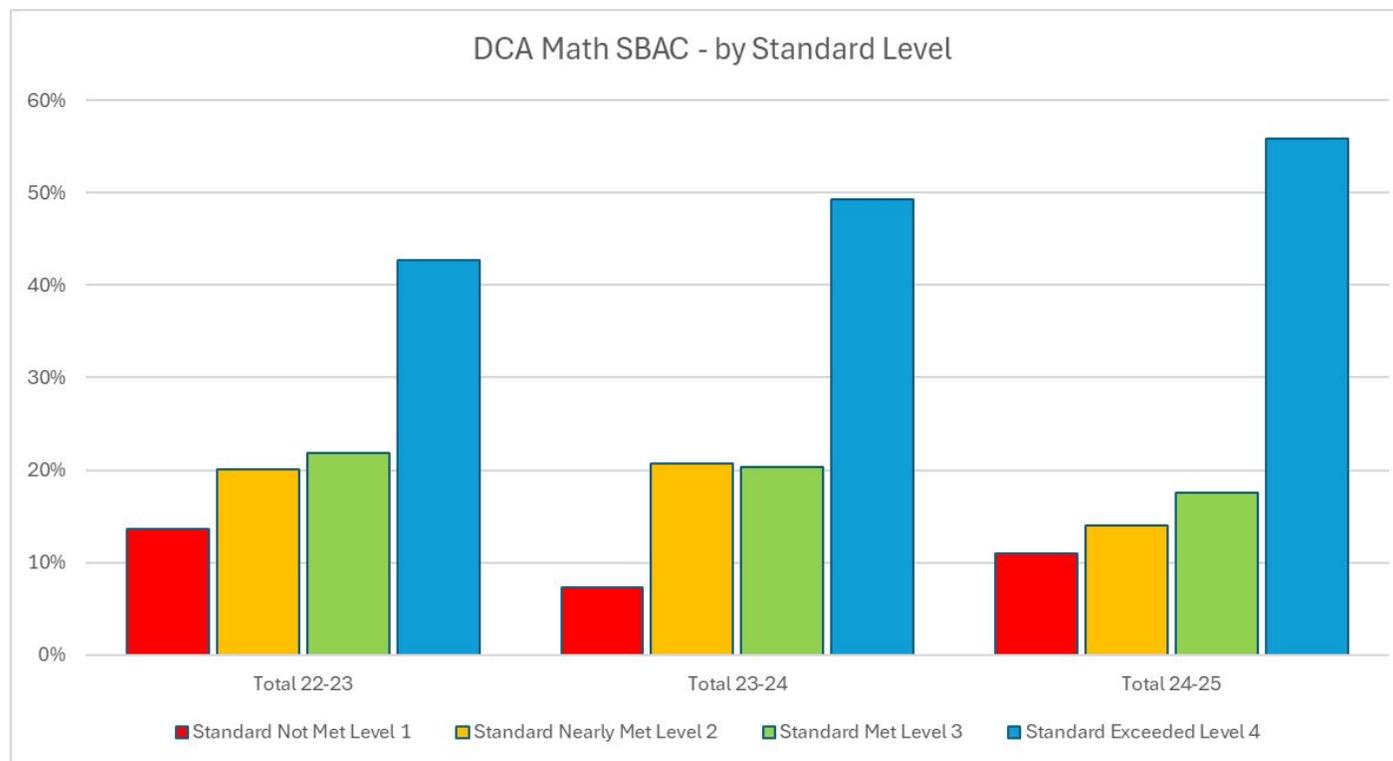
DOWNTOWN CHARTER



ACADEMY

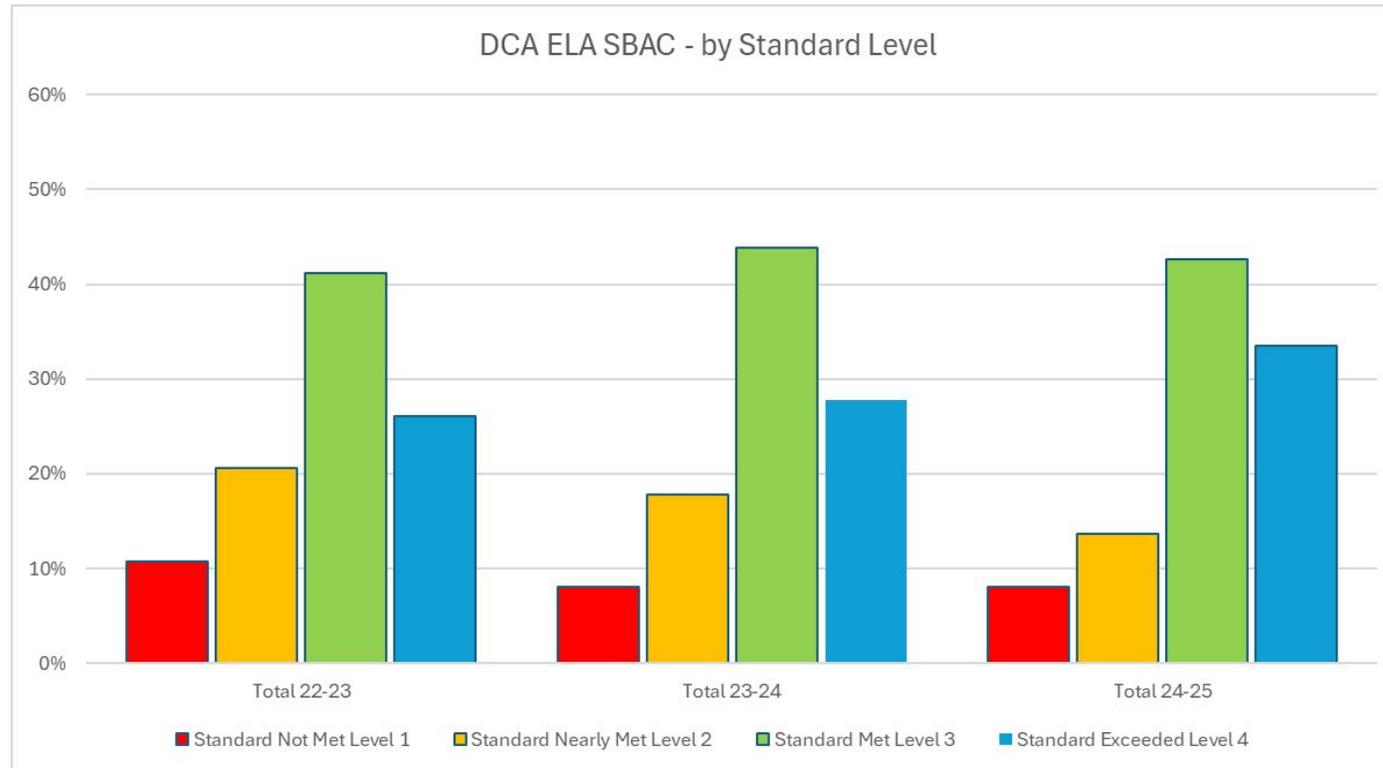
Downtown Charter Academy - Math

Over 50% of students exceeded the standard in math. There is an increase of overall students meeting or exceeding the standard.



Downtown Charter Academy - ELA

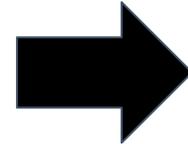
The number of students meeting or exceeding the standard remains at a high level.



2025-2026

DCA is focusing on:

- Increase student awareness of growth and goal setting
- Empowering multilingual learners (ELs) by teaching them strategies that build their academic confidence
- Having student do more of the cognitive work by increasing student voice / class discussion



Classroom walkthroughs show an increase in:

- student discussion
- academic vocabulary

NWEA scores show:

- High achievement across subjects, particularly in Reading and Language
- NWEA Growth is strong, but opportunities to improve

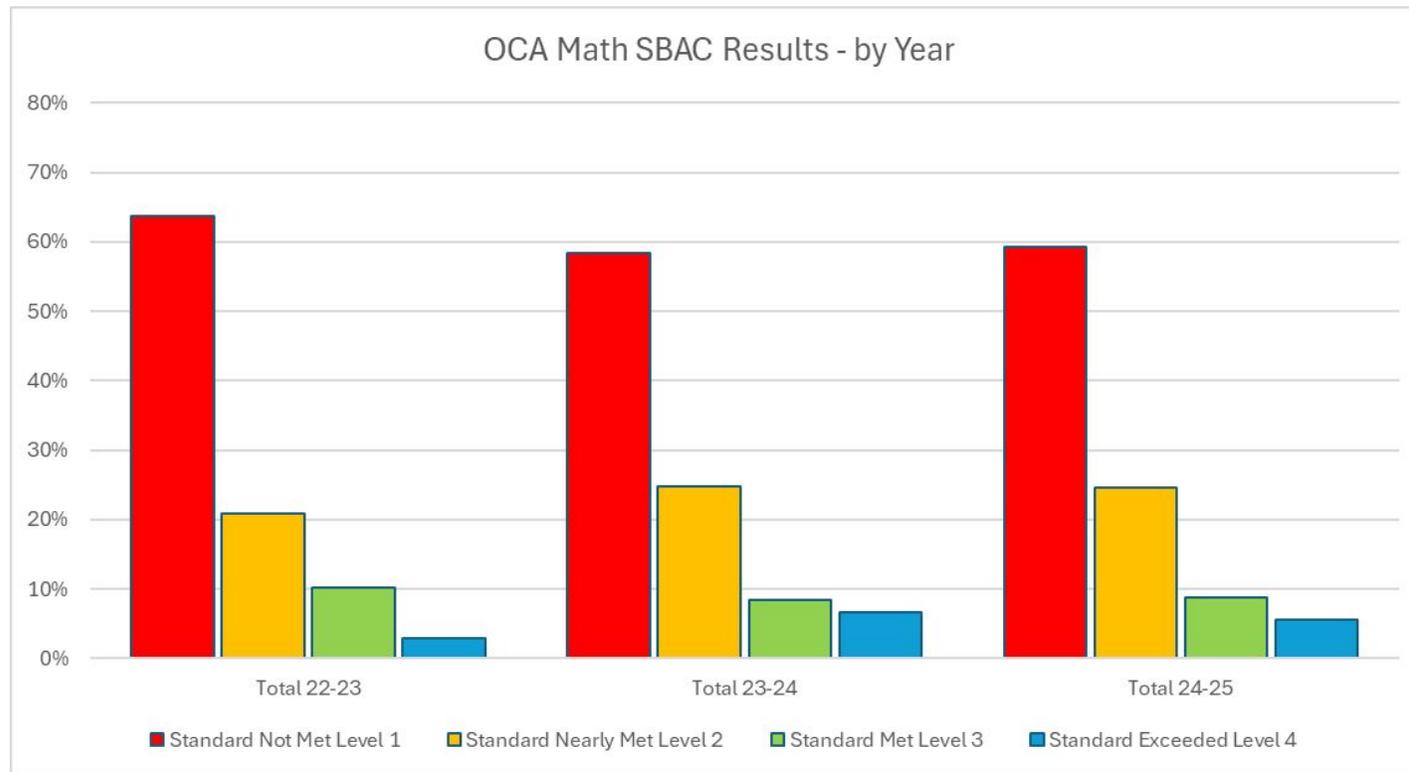
OAKLAND CHARTER



ACADEMY

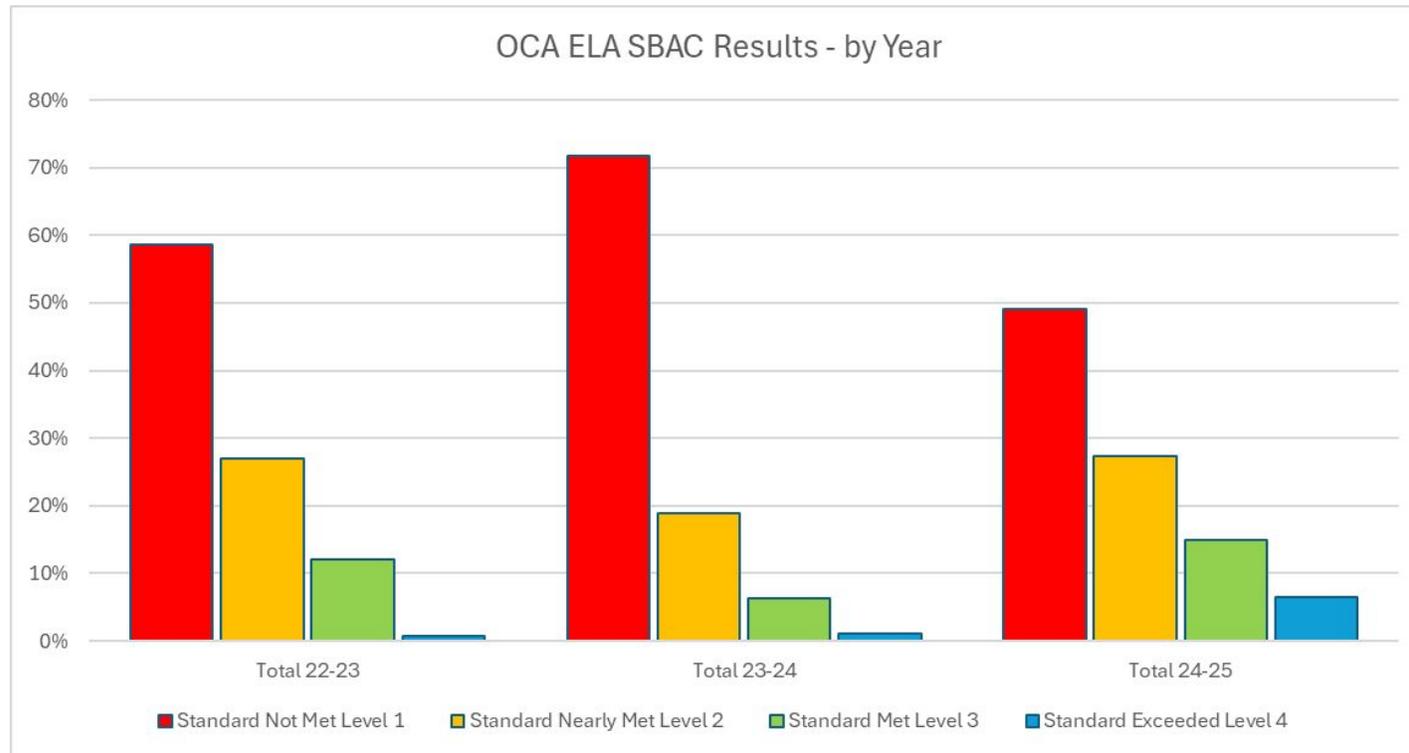
Oakland Charter Academy - Math

Math results show a slight decrease in students not meeting standard but generally similar scores over the past three years.



Oakland Charter Academy - ELA

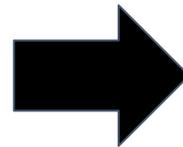
In ELA over 20% fewer students did not meet standard in 24-25.



2025-2026

OCA is focusing on:

- Student engagement
- Using data to inform instruction
- Applying data informed interventions to identify students needing additional math & ELA support
- Prioritizing high quality instruction through lesson plan support and scaffolding



Classroom walkthroughs show an increase in student engagement.

iReady scores show:

- 9 % increase in proficiency for Reading
- 15% increase in proficiency for Math

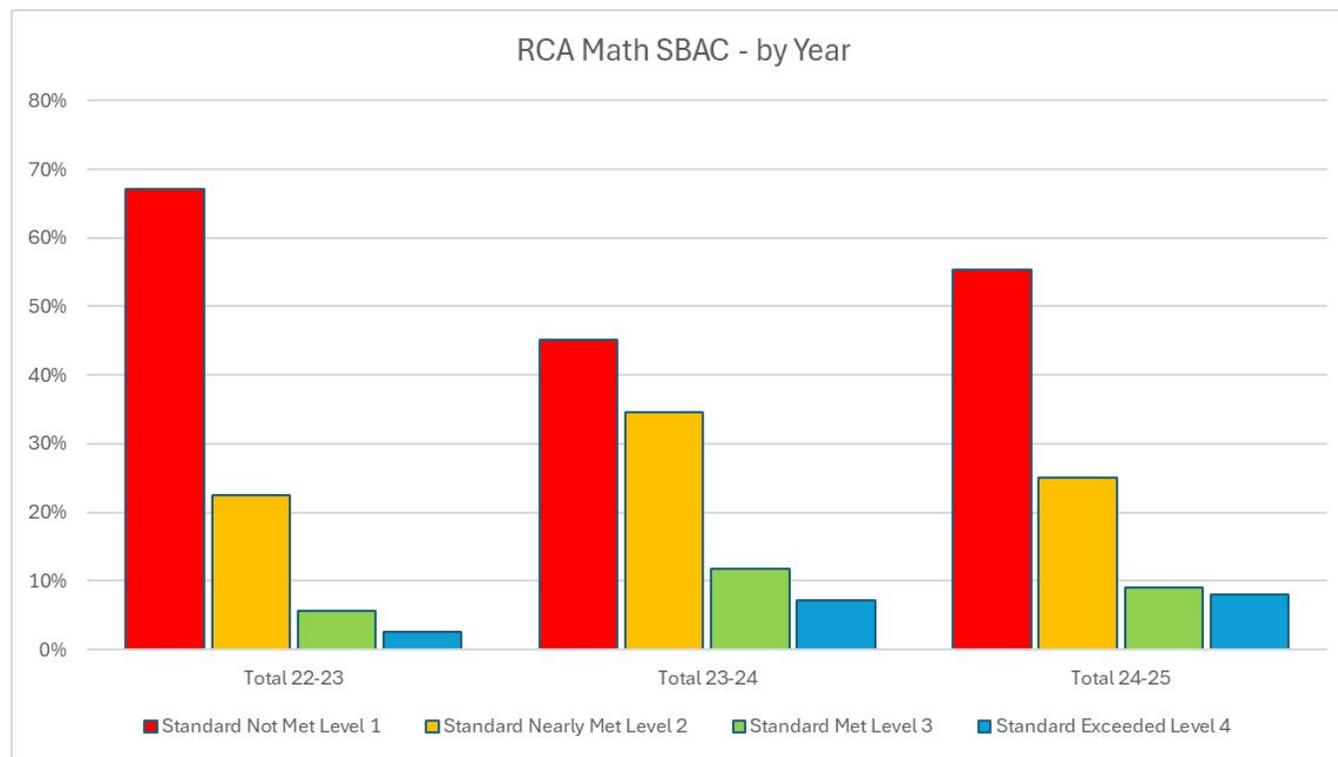
RICHMOND CHARTER



ACADEMY

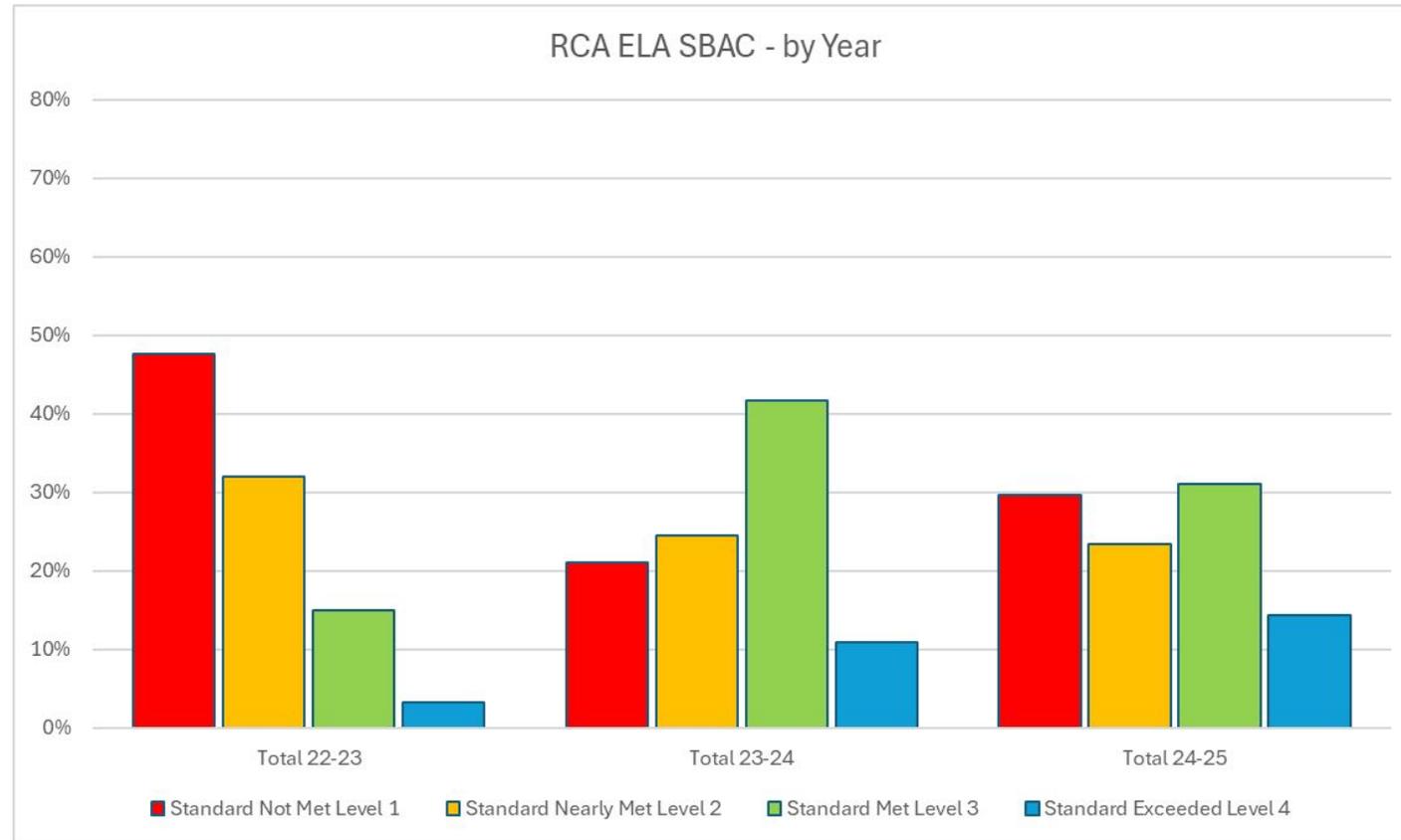
Richmond Charter Academy - Math

There has been improvement over the last two years and maintenance for the past year



Richmond Charter Academy - ELA

In ELA there has been significant growth in students scoring at standard or exceeding over the last three years.



2025-2026

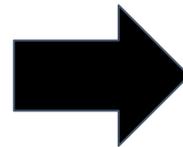
RCA Instructional Focus:

Tier 1: Core Instruction

- Grade-level curriculum alignment
- Coaching cycles grounded in student work
- Content teams with vertical alignment

Tier 3: Intervention

- Small-group instruction implementation
- Weekly data meetings



Classroom walkthroughs show an increase in student engagement.

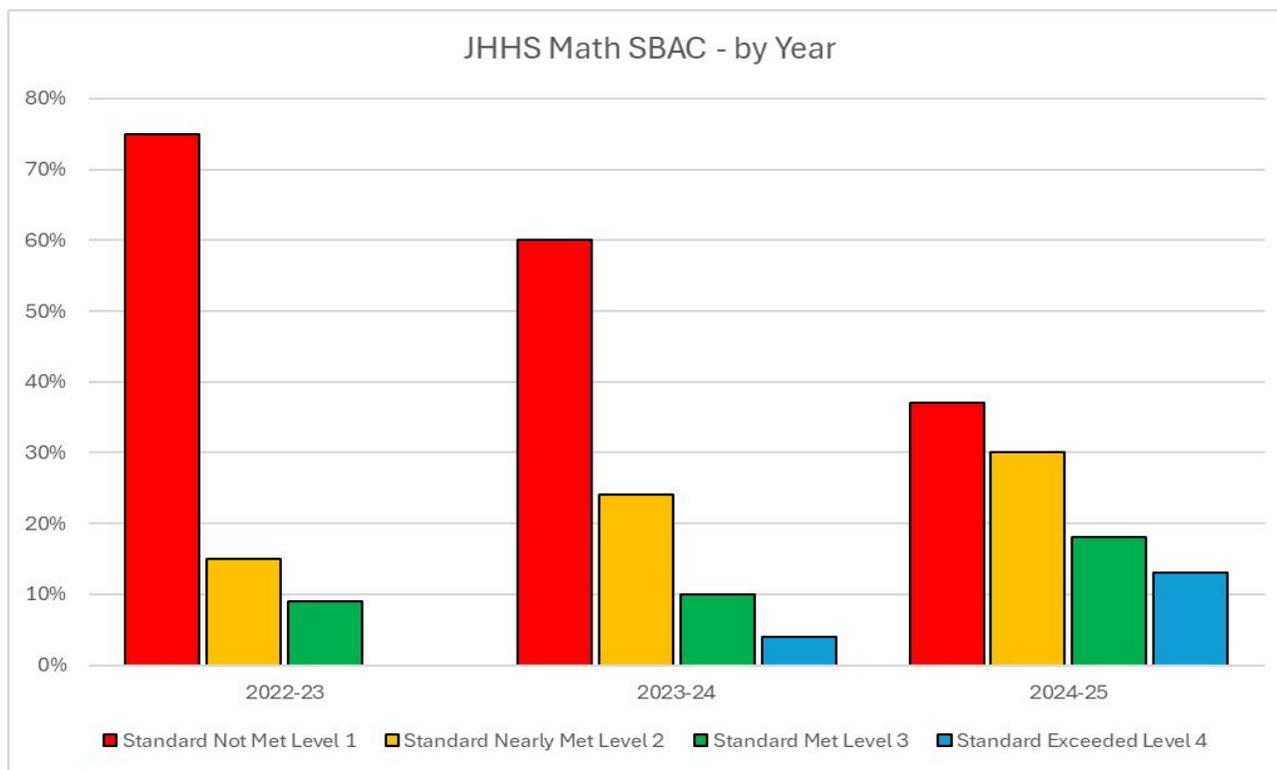
iReady scores show:

- 26% of students proficient in ELA
- 19% of students are proficient in math



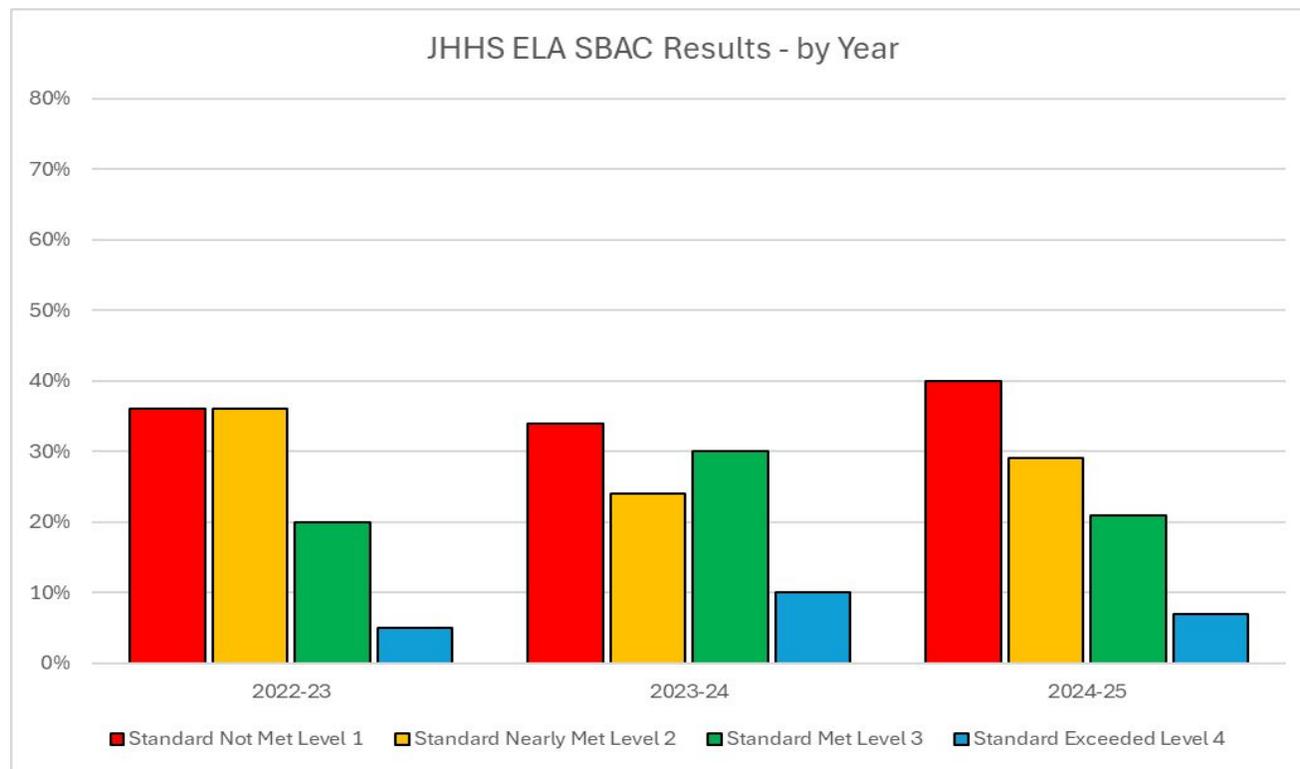
John Henry High School - Math

Math results show significant ongoing growth with increases of students meeting standard and exceeding standard.



John Henry High School - ELA

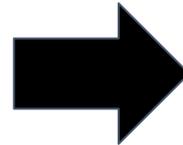
In ELA results remain the same over the past three years.



2025-2026

JHHS is focusing on:

- Using student voice and discourse as Checks for Understanding
- Using Data to Drive Instruction
- Providing Content Specific Professional Development



Classroom walkthroughs show an increase in student engagement.

MAP NWEA scores show:

- 10th/12th in Math more than 1/2 on Grade Level
- Growth in 9th Grade (Skill based focused)

Coversheet

Review and Consideration of Approval of School Accountability Report Card 2024-25 for Downtown Charter Academy

Section: IV. Business I
Item: C. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Downtown Charter Academy
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: DCA_24-25_SARC.pdf

BACKGROUND:

In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required prepare annual School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code (EC) Sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.

Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. This requirement applies to nonpublic, nonsectarian schools but does not apply to nonpublic, nonsectarian agencies.

Pursuant to EC Section 35256, The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).

RECOMMENDATION:

Staff recommends approval.

Downtown Charter Academy

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	2000 Dennison St. Oakland, CA , 94606-5201	Principal:	Jillianne Whitfield
Phone:	(510) 535-1580	Grade Span:	6-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Jillianne Whitfield

📍 Principal, Downtown Charter Academy

About Our School

Dear Community,

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

At AMPS and Downtown Charter Academy we believe that a college education is the pathway to success and opportunity for every child. Downtown Charter Academy offers a rigorous academic program coupled with a focus on character development to prepare our students for the demands of college, the workforce, and life.

We put students first. In order to fully serve the needs of our children, we work as a team, with our teachers, classified staff, administrators, students, and parents. We encourage our students to make the most of their time with us by becoming active, involved, and by finding excitement in the adventure of lifelong learning.

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

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

Jillianne Whitfield

jwhitfield@amethodschools.org

dca.amethodschools.org

Contact

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Amethod Public Schools
Phone Number	(510) 734-1555
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	http://www.amethodschools.org

School Contact Information (School Year 2025–26)

School Name	Downtown Charter Academy
Street	2000 Dennison St.
City, State, Zip	Oakland, CA , 94606-5201
Phone Number	(510) 535-1580
Principal	Jillianne Whitfield
Email Address	jwhitfield@amethodschools.org
Website	https://dca.amethodschools.org
Grade Span	6-8
County-District-School (CDS) Code	01612590129635

School Description and Mission Statement (School Year 2025–26)

Mission: Downtown Charter Academy seeks to advance student motivation and belief in academics while in pursuit of their future goals. We are a free and public charter school that values inclusivity and equity and believes in the potential of all our students regardless of their socio-economic status, background, or unique talents. The school will serve students in grades six through eight, with a focus on rigorous work ethic and high academic results. We will provide a college preparatory program that reinforces the fundamentals of reading, math, science, history, language and physical education.

It is my privilege to share the School Accountability Report Card (SARC) for Downtown Charter Academy. This annual report provides families and the community with important information about our school’s academic performance, programs, and progress toward our goals.

At Downtown Charter Academy, our mission is to provide a rigorous, inclusive, and engaging learning environment where all students thrive academically and socially. We are proud of our students’ high academic performance, strong attendance, and our commitment to providing students with additional support to boost their academic performance and promote student wellness.

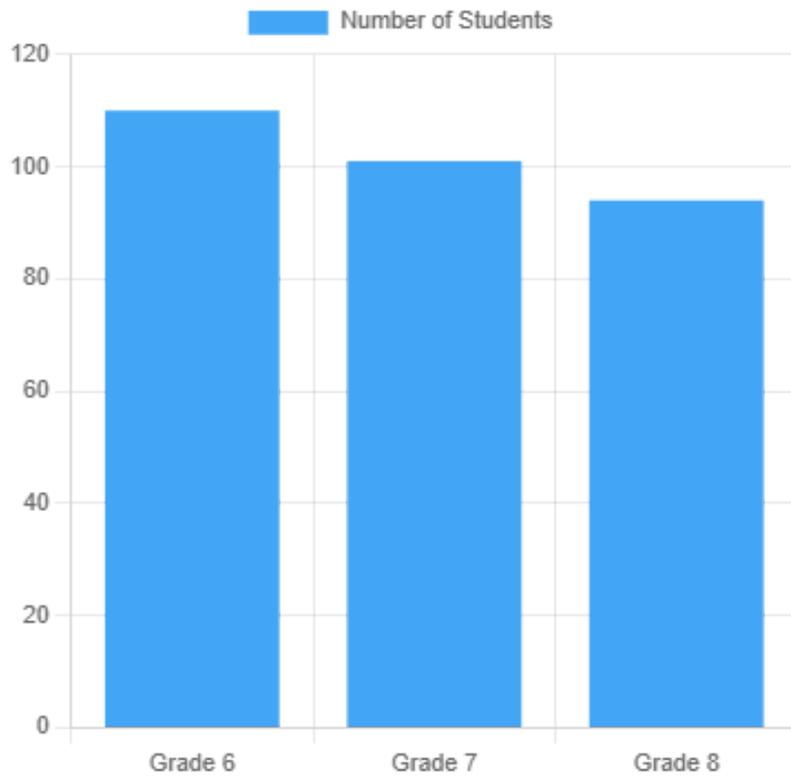
During the 2025-26 school year, our focus has been on language development support, promoting student discussion, and helping students learn advocacy skills. Through the commitment of our teachers, staff, and families, we continue to make strides toward ensuring that every student is prepared for success in college, career, and life.

We invite you to review the data and information in this report to better understand our school's progress and areas for continued growth. As always, we remain dedicated to providing a safe, positive, and equitable learning environment for all students.

Thank you for your partnership and continued support of Downtown Charter Academy.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	110
Grade 7	101
Grade 8	94
Total Enrollment	305



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.90%
Male	52.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	74.80%
Black or African American	7.90%
Filipino	1.30%
Hispanic or Latino	13.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	23.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	75.40%
Students with Disabilities	8.90%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	7.30	59.11%	1450.80	58.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.80	6.69%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	34.11%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	12.40	100.00%	2471.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	6.30	41.67%	1316.40	52.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	73.10	2.93%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.60	57.21%	988.50	39.63%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	62.80	2.52%	12112.80	4.34%
Unknown/Incomplete/NA	0.10	1.05%	53.70	2.15%	13705.80	4.91%
Total Teaching Positions	15.10	100.00%	2494.60	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	2.00
Misassignments	6.00	4.2	6.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	6.00	4.2	8.60

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	41.6%	41.6%	39.70%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.4%	22.3%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard - Adopted 2020	0
Mathematics	Desmos - Adopted 2022	0
Science	Foss - Adopted 2022	0
History-Social Science	TCI - Adopted 2022	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

General Physical Quality

Our school prides itself on providing a safe, clean, and well-maintained environment for families and staff members. We systematically use the Facility Inspection Tool (FIT) from the State of California Office of Public School Construction (OPSC) to gather insight into our facility's condition. Based on our most recent inspection conducted in November 2025, the school grounds, restrooms, and building received an overall rating of 97.33% confirming they are in good condition.

Maintenance and Repairs

We utilize SolarWinds software to ensure that anything requiring maintenance or repair is addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our administrative team to be serviced. Maintenance and repair personnel are contacted immediately to ensure minimal disruption to the learning environment.

Cleaning Process and Schedule

Maintaining a clean and healthy learning environment is a shared commitment. During school hours, students and staff take an active role in campus stewardship by keeping classrooms and common areas tidy. Following dismissal, our contracted janitorial team performs comprehensive nighttime cleaning.

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 2026

System Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Fair
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 2026

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	73%	77%	35%	35%	47%	48%
Mathematics (grades 3-8 and 11)	72%	74%	26%	27%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

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Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	302	301	99.67%	0.33%	77.41%
Female	143	143	100.00%	0.00%	83.22%
Male	159	158	99.37%	0.63%	72.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	225	225	100.00%	0.00%	82.67%
Black or African American	24	23	95.83%	4.17%	60.87%
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00%	0.00%	52.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	46	97.87%	2.13%	17.39%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	230	230	100.00%	0.00%	75.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	38.46%

Note: ELA test results include the Smarter Balanced Summative Assessments 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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	302	301	99.67%	0.33%	74.42%
Female	143	143	100.00%	0.00%	73.42%
Male	159	158	99.37%	0.63%	75.32%
American Indian or Alaska Native	--	--	--	--	--
Asian	225	225	100.00%	0.00%	84.44%
Black or African American	24	23	95.83%	4.17%	52.17%
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00%	0.00%	30.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	46	97.87%	2.13%	28.19%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	230	230	100.00%	0.00%	72.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	38.46%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	55.41%	59.57%	19.30%	20.06%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00%	0.00%	59.57%
Female	40	40	100.00%	0.00%	52.50%
Male	54	54	100.00%	0.00%	64.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	68	68	100.00%	0.00%	69.12%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00%	0.00%	11.76%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	13	13	100.00%	0.00%	15.38%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	68	100.00%	0.00%	61.76%
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.

Career Technical Education (CTE) Participation (School Year 2024–25)

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	--

Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2024–25)

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	99%	99%	99%	99%	99%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom 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 in 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.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

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 Downtown Charter Academy. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

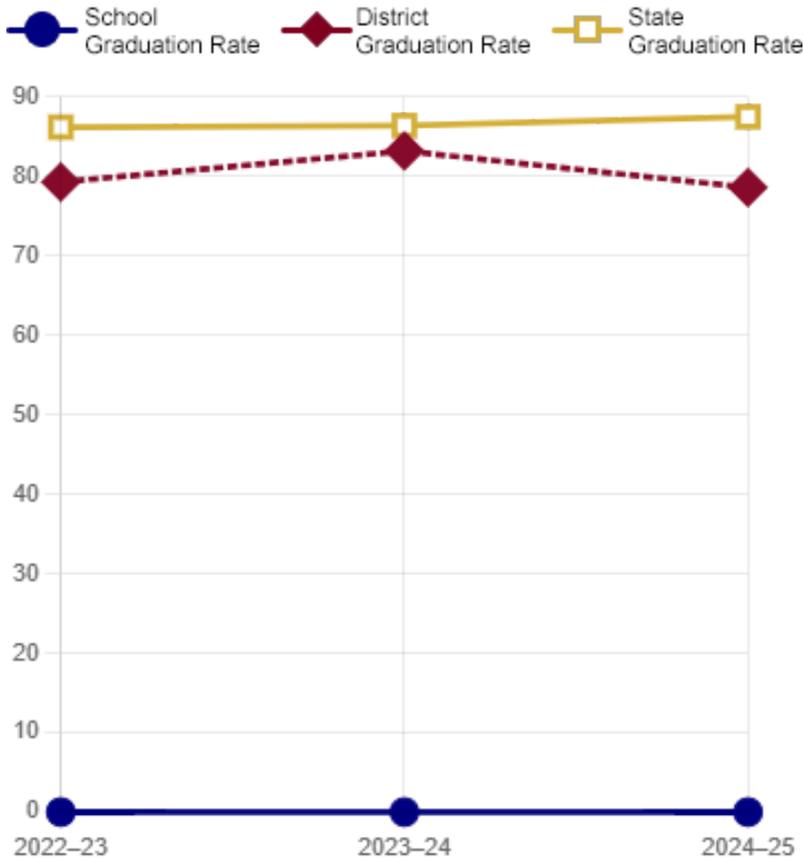
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

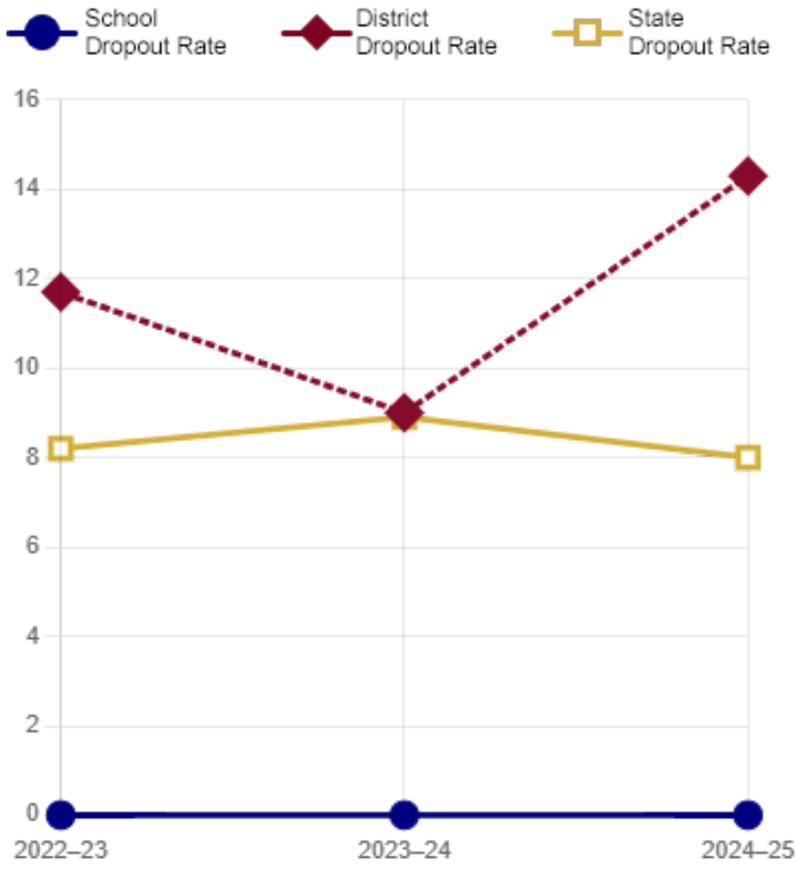
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Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				79.3%	83.2%	78.6%	86.2%	86.4%	87.5%
Dropout Rate				11.7%	9.0%	14.3%	8.2%	8.9%	8.0%

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

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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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.

Chronic Absenteeism by Student Group (School Year 2024-25)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	307	305	12	3.9%
Female	147	146	5	3.4%
Male	160	159	7	4.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	229	228	2	0.9%
Black or African American	25	24	0	0.0%
Filipino	--	--	--	--
Hispanic or Latino	40	40	8	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	61	61	5	8.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	234	233	10	4.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	27	2	7.4%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.76%	0.33%	3.85%	4.10%	3.72%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.07%	0.05%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024-25)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33%	0.00%
Female	0.00%	0.00%
Male	0.63%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.44%	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	1.64%	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 selected student population is ten or fewer.

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 plan was last board approved on 6/30/25.

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

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 2022–23)

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	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

Grade Level	Average Class Size	Number of Classes 1-20	Number of Classes 21-32	Number of Classes 33+
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 (Elementary) (School Year 2023–24)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

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	23.00	1	27	
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 2024–25)

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	28.00		28	
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 2022–23)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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	
Mathematics	21.00	4	4	
Science	21.00	4	4	
Social Science	21.00	4	4	

* 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 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	24.00		8	
Mathematics	24.00		8	
Science	24.00		8	
Social Science	24.00		8	

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	305

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

Student Support Services Staff (School Year 2024-25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

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	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other**	0.25

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023-24)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19100.00	\$13115.00	\$5985.00	\$72426.00
District	N/A	N/A	--	\$85881.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024-25)

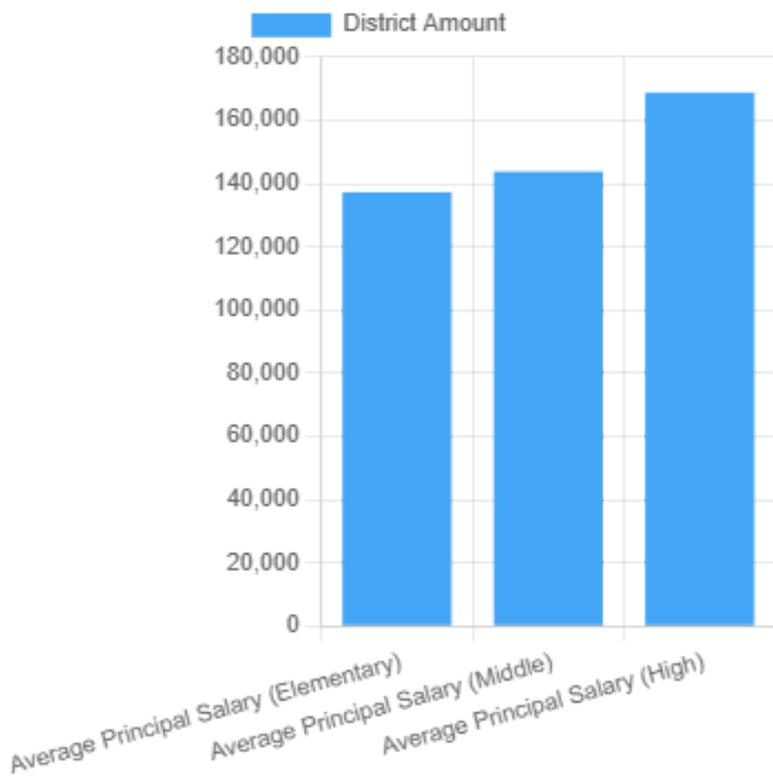
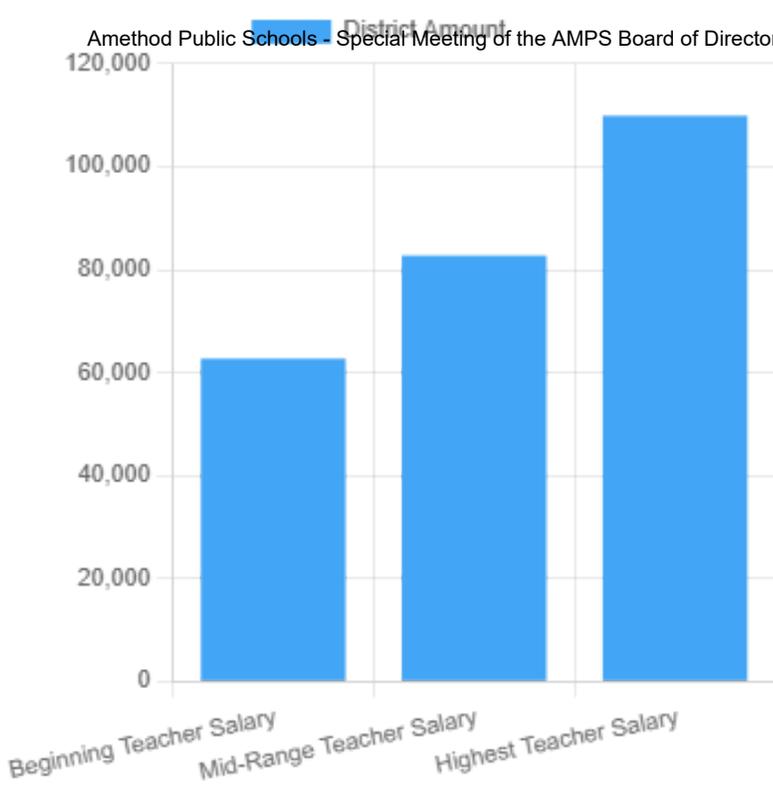
- Specialized Therapies: Such as Speech & Language Therapy (SLP) and Occupational Therapy (OT).
- Instructional Support: Intensive Instructional Support (IIS).
- Behavior Intervention: Behavior Intervention Development (BID) and Behavior Intervention Implementation (BII).
- Professional Development for teachers and staff.
- Student Support Services Staff.
- Facility Maintenance and Repairs: Funding for major repairs like roofing, plumbing, heating, and electrical systems.
- Curriculum Resources: Description of specific reading/language arts or math curricula purchased and implemented.
- Enrichment Activities: Music, physical education, and art programs.
- Transportation for community outings or specific needs.

Teacher and Administrative Salaries (Fiscal Year 2023-24)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62696.00	\$60862.67
Mid-Range Teacher Salary	\$82716.00	\$93575.04
Highest Teacher Salary	\$109878.00	\$125548.29
Average Principal Salary (Elementary)	\$137228.00	\$157644.72
Average Principal Salary (Middle)	\$143757.00	\$165340.66
Average Principal Salary (High)	\$168783.00	\$182579.89
Superintendent Salary	\$342804.00	\$357064.20
Percent of Budget for Teacher Salaries	25.55%	30.36%
Percent of Budget for Administrative Salaries	8.91%	4.88%

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



Advanced Placement (AP) Courses (School Year 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Percent of Students in AP Courses %

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.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	12

Coversheet

Review and Consideration of Approval of School Accountability Report Card 2024-25 for John Henry High School

Section: IV. Business I
Item: D. Review and Consideration of Approval of School Accountability Report Card 2024-25 for John Henry High School
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: JHHS_24-25_SARC.pdf

BACKGROUND:

In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required prepare annual School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code (EC) Sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.

Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. This requirement applies to nonpublic, nonsectarian schools but does not apply to nonpublic, nonsectarian agencies.

Pursuant to EC Section 35256, The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).

RECOMMENDATION:

Staff recommends approval.

John Henry High

2024–25 School Accountability Report Card Reported Using Data from the 2024–25 School Year California Department of Education

Address:	1402 Marina Way South Richmond, CA , 94804-2411	Principal:	Stacey Drakeford
Phone:	(510) 734-1555	Grade Span:	9-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Stacey Drakeford

📍 Principal, John Henry High

About Our School

Dear Community,

On behalf of the entire staff and all of us at AMPS (AMethod Public Schools), it is with great pleasure that I welcome you to John Henry High School. Education is truly a partnership between school, home, and the community. Our shared goal is to support all students as they grow intellectually, socially, and emotionally, and to prepare them to succeed in a competitive and ever-changing world.

At AMPS and John Henry High School, we believe that a college education is a critical pathway to opportunity and success for every child. John Henry High School offers a rigorous academic program paired with a strong focus on character development, ensuring our students are prepared for the demands of college, the workforce, and life beyond high school.

We put students first. To fully serve the needs of our children, we work collaboratively as a team: teachers, classified staff, administrators, students, and families. We encourage our students to make the most of their time with us by becoming active participants in their learning, staying engaged, and finding excitement in the journey of lifelong learning.

Our instructional approach is grounded in research-based teaching practices designed to prepare students for the 21st century. We emphasize strong academic fundamentals enhanced by technology, problem-solving, cooperative learning, and critical thinking skills. To foster an environment conducive to exceptional learning, we prioritize structure, kindness, cooperation, and a shared understanding of rules and procedures. At John Henry High School, we support students in making thoughtful, responsible choices and encourage them to reach their highest academic potential while practicing social responsibility and respect in their daily lives.

Our goal is to provide a challenging, nurturing, and enjoyable learning environment for all students. If at any time you have questions or need support, please do not hesitate to contact me or a member of our staff. We are here to partner with you!

Sincerely,

Mr. Stacy Drakeford
Principal
John Henry High School

Contact

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

Phone: [\(510\) 734-1555](tel:5107341555)

Email: sdrakeford@amethodschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Amethod Public Schools
Phone Number	(510) 734-1555
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	http://www.amethodschools.org

School Contact Information (School Year 2025–26)

School Name	John Henry High
Street	1402 Marina Way South
City, State, Zip	Richmond, CA , 94804-2411
Phone Number	(510) 734-1555
Principal	Stacey Drakeford
Email Address	sdrakeford@amethodschools.org
Website	http://jhhs.amethodschools.org
Grade Span	9-12
County-District-School (CDS) Code	07773540132233

School Description and Mission Statement (School Year 2025–26)

Mission: 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.

Core Values:

- Students First
- Be Adaptable
- Persevere
- Take Responsibility
- Commitment to Distinction

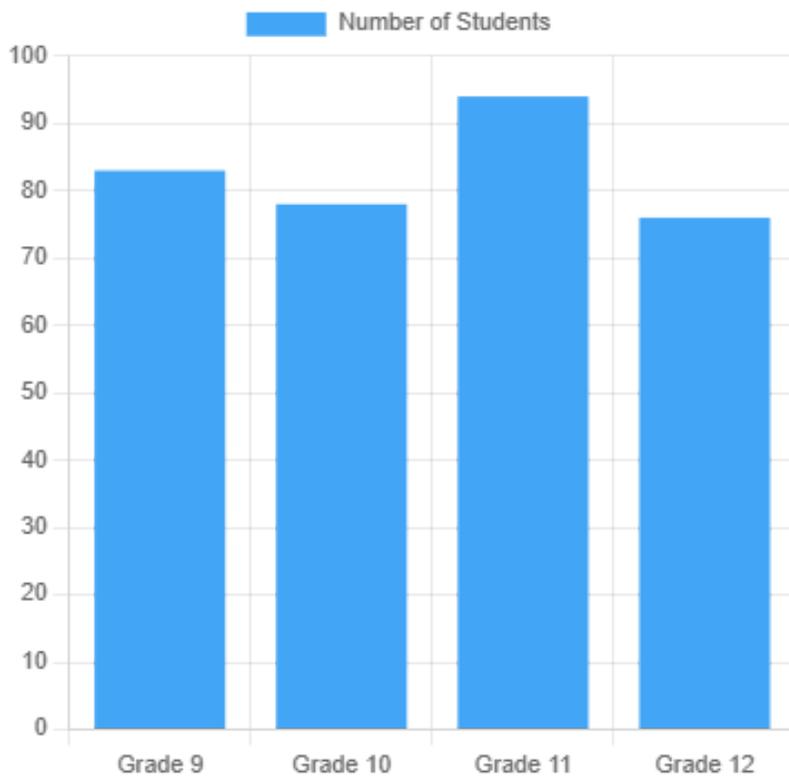
It is my privilege to share the School Accountability Report Card (SARC) for John Henry High School. This annual report provides families and the community with important information about our school’s academic performance, instructional programs, and progress toward our goals.

At John Henry High School, our mission aligns with that of Amethod Public Schools, providing a rigorous, character-building education that prepares all students for success in college and beyond. We are committed to upholding our core values of putting students first, adaptability, perseverance, responsibility, and commitment to distinction in everything we do.

During the 2025–26 school year, our primary initiatives have focused on strengthening literacy development for our multilingual learners and building strong conceptual understanding in mathematics across all grade levels. Through targeted professional development, intentional curriculum planning, and data-driven instruction, our educators are working to ensure students not only master standards but also develop the critical thinking skills necessary for long-term success. This work would not be possible without the dedication of our teachers and staff, as well as the partnership of our families and community. Together, we continue to make meaningful strides toward creating a safe, positive, and equitable learning environment where all students can thrive. We invite you to review the information in this report to gain a deeper understanding of our progress and areas for continued growth. Thank you for your ongoing support and commitment to John Henry High School.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	83
Grade 10	78
Grade 11	94
Grade 12	76
Total Enrollment	331



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	44.40%
Male	55.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.30%
Black or African American	4.20%
Filipino	0.30%
Hispanic or Latino	90.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.00%
White	3.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	42.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	87.60%
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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	9.60	64.00%	9.60	64.00%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	36.00%	5.40	36.00%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
Total Teaching Positions	15.00	100.00%	15.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	1.00	9.09%	1.00	9.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.00	90.91%	10.00	90.91%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	13705.80	4.91%
Total Teaching Positions	11.00	100.00%	11.00	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	4.00
Misassignments	7.60	5.4	6.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	7.60	5.4	10.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	48%	53.5%	69.70%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1%	32%	65.30%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

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

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard - Adopted 2020 AMSCO: Advanced Placement English Language and Composition - Adopted 2019 Literature & Composition: Essential Voices, Essential Skills for the AP® Course 3rd Edition - Adopted 2022 National Geographic Learning / Cengage: Perspectives 3, 4 - Adopted 2020	0
Mathematics	Imagine Learning: Illustrative Mathematics Algebra 1, Illustrative Mathematics Geometry, Illustrative Mathematics Algebra 2 - Adopted 2024 Pearson: Precalculus: Graphical, Numerical, and Algebraic AP® Edition 11th Edition - Adopted 2024	0
Science	McGraw Hill: Inspire Physical Science, Inspire Biology, Inspire Chemistry - Adopted 2020	0
History-Social Science	Pearson: Racial and Ethnic Groups 15th Ed Schaefer - Adopted 2019 Pearson: World Civilizations: The Global Experience Since 1200, 8th Edition, AP® Edition - Adopted 2021 Pearson: By the People: A History of the United States, 3rd, AP® Edition - Adopted 2024 Pearson: American Government, 14th AP® Edition - Adopted 2022 TCi: History Alive! World Connections, History Alive! Pursuing American Ideals - Adopted 2020 TCi: Econ Alive! The Power to Choose, Government Alive! Power, Politics, and You - Adopted 2024	0
Foreign Language	Vista Higher Learning: Descubre Level 1, Descubre Level 2, Descubre Level 3, AP Spanish Language and Culture Exam	0

Materials/Indicate if from Most Recent Adoption/Year of Adoption

Percent Students Lacking Own Assigned Copy

Subject

Preparation, 3rd Edition - Adopted 2024		
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

General Physical Quality

Our school prides itself on providing a safe, clean, and well-maintained environment for families and staff members. We systematically use the Facility Inspection Tool (FIT) from the State of California Office of Public School Construction (OPSC) to gather insight into our facility's condition. Based on our most recent inspection conducted in November 2025, the school grounds, restrooms, and building received an overall rating of 96.79% confirming they are in good condition.

Maintenance and Repairs

We utilize SolarWinds software to ensure that anything requiring maintenance or repair is addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our administrative team to be serviced. Maintenance and repair personnel are contacted immediately to ensure minimal disruption to the learning environment.

Cleaning Process and Schedule

Maintaining a clean and healthy learning environment is a shared commitment at our school. Throughout the day, students and staff take an active role in campus stewardship by keeping personal workspaces tidy and clearing lunch areas, while our custodial staff members manage high-traffic zones, restock restrooms, and provide an immediate response to urgent cleaning needs. Following dismissal, our contracted janitorial team performs comprehensive deep cleaning.

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 2026

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	Fair	
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 2026

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	41%	30%	41%	30%	47%	48%
Mathematics (grades 3-8 and 11)	15%	32%	15%	32%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	88	96.70%	3.30%	29.55%
Female	33	33	100.00%	0.00%	42.42%
Male	58	55	94.83%	5.17%	21.82%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	82	79	96.34%	3.66%	31.65%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	35	97.22%	2.78%	8.57%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	78	76	97.44%	2.56%	27.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	9.09%

Note: ELA test results include the Smarter Balanced Summative Assessments 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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	88	96.70%	3.30%	31.82%
Female	33	33	100.00%	0.00%	24.24%
Male	58	55	94.83%	5.17%	36.36%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	82	79	96.34%	3.66%	31.65%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	35	97.22%	2.78%	40.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	78	76	97.44%	2.56%	27.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	9.09%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	7.97%	17.44%	7.97%	17.44%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	86	92.47%	7.53%	17.44%
Female	35	33	94.29%	5.71%	15.15%
Male	58	53	91.38%	8.62%	18.87%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	84	77	91.67%	8.33%	16.88%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	34	89.47%	10.53%	11.76%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	80	74	92.50%	7.50%	18.92%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	9.09%

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.

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Career Technical Education (CTE) Participation (School Year 2024–25)

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	--

Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	78.87%

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 2024–25)

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	96%	96%	96%	96%	96%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom 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 in 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.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

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 John Henry High School. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

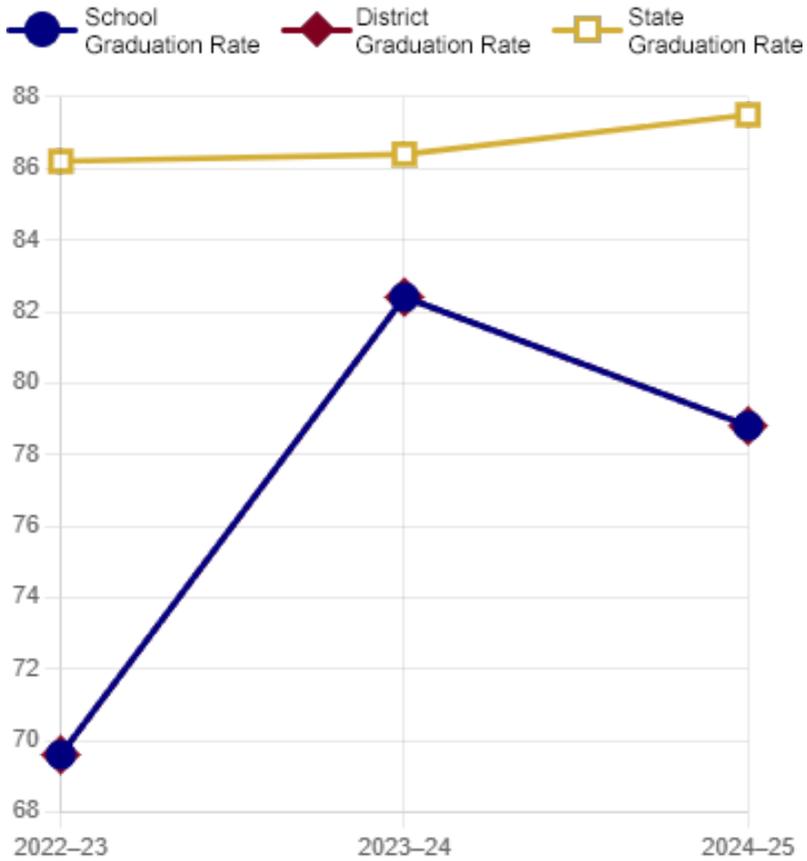
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

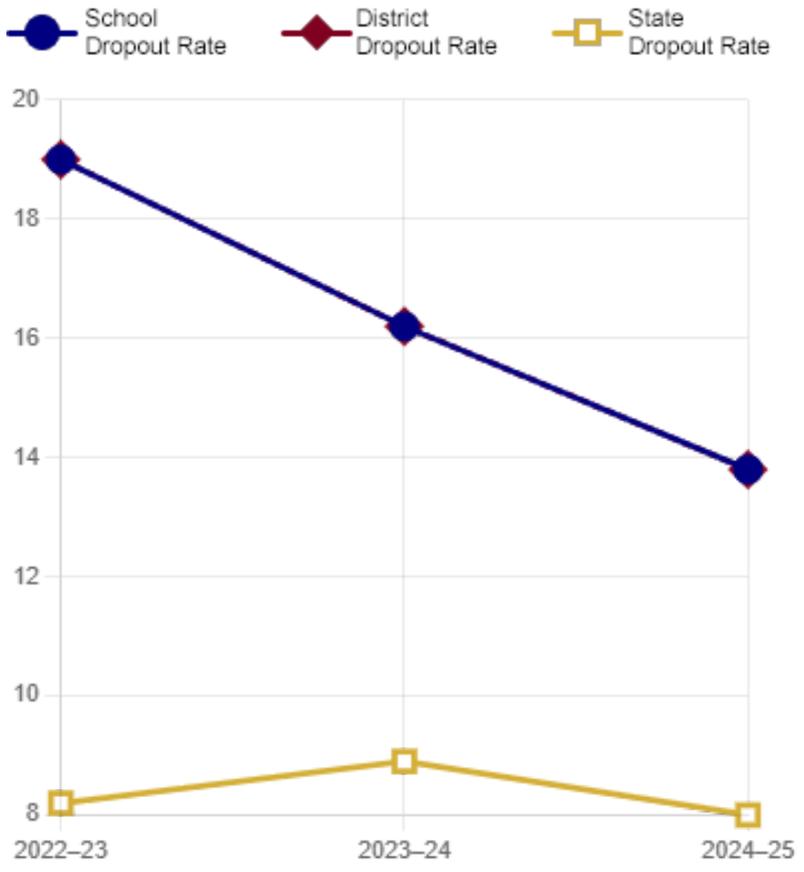
Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	69.6%	82.4%	78.8%	69.6%	82.4%	78.8%	86.2%	86.4%	87.5%
Dropout Rate	19.0%	16.2%	13.8%	19.0%	16.2%	13.8%	8.2%	8.9%	8.0%

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

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Ameth Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	80	63	78.8%
Female	34	28	82.4%
Male	46	35	76.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	76	62	81.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	39	30	76.9%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	75	61	81.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	12	8	66.7%

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.

Chronic Absenteeism by Student Group (School Year 2024-25)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	356	342	54	15.8%
Female	158	152	29	19.1%
Male	198	190	25	13.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	1	8.3%
Filipino	--	--	--	--
Hispanic or Latino	320	307	50	16.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	13	3	23.1%
English Learners	156	149	34	22.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	310	300	47	15.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	38	6	15.8%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	4.71%	5.54%	7.02%	4.71%	5.54%	7.02%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024-25)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	7.02%	0.00%
Female	9.49%	0.00%
Male	5.05%	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	8.33%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	7.19%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	7.14%	0.00%
English Learners	10.26%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.77%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	10.00%	0.00%

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.

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 plan was last board approved on 6/30/25.

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

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 2022–23)

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

Grade Level	Average Class Size	Number of Classes	Number of Classes	Number of Classes*
		20	32	33+
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 2023–24)

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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 2024–25)

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 2022–23)

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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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	6	11	
Mathematics	23.00	5	7	
Science	22.00	6	6	
Social Science	24.00	4	8	

* 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 2024–25)

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Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	6	10	1
Mathematics	26.00	3	8	1
Science	26.00	2	10	
Social Science	28.00	1	12	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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	110

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

Student Support Services Staff (School Year 2024-25)

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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	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other**	0.25

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17962.00	\$11819.00	\$6143.00	\$69844.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

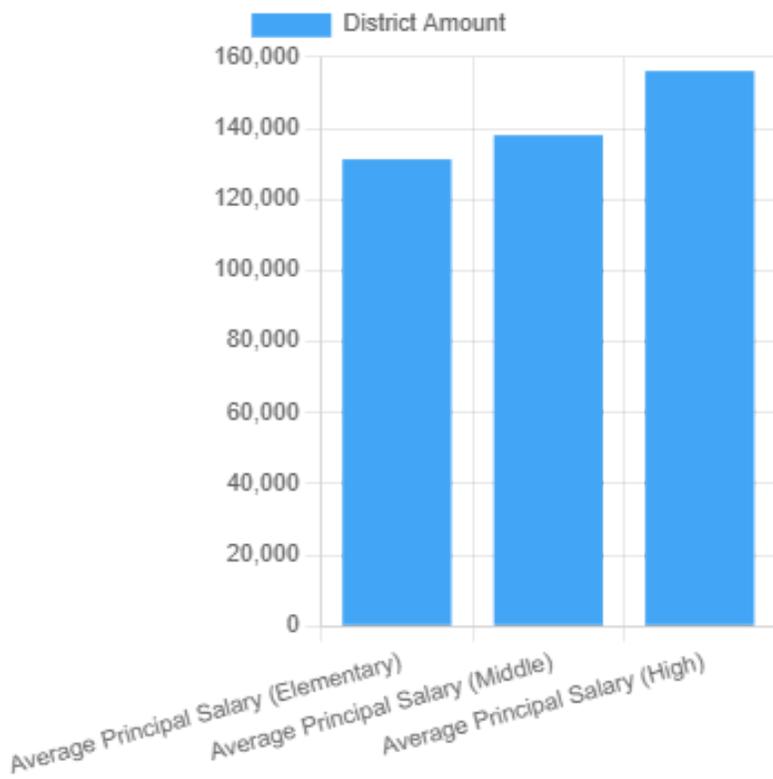
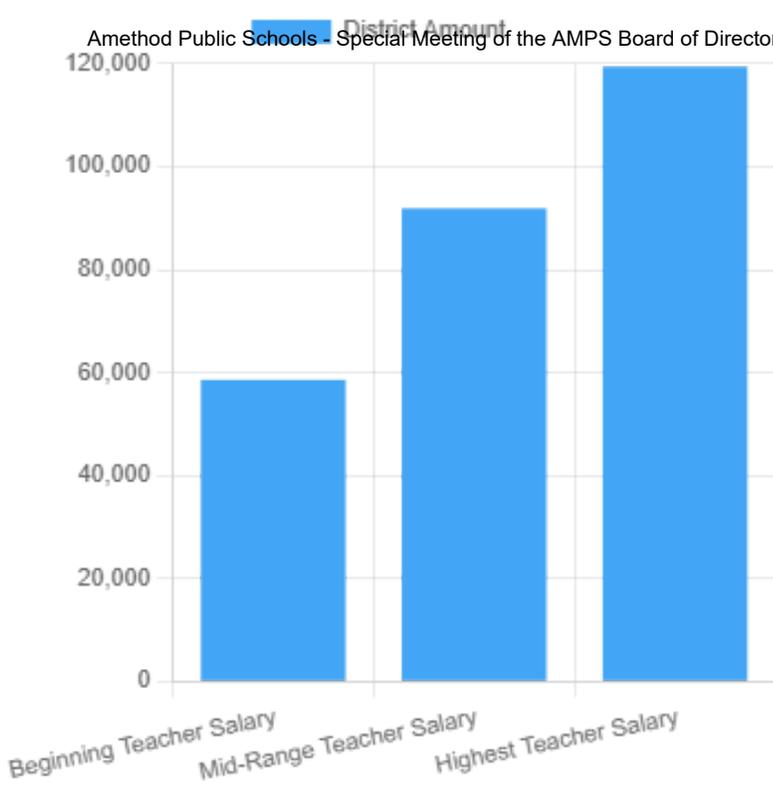
- Specialized Therapies: Such as Speech & Language Therapy (SLP) and Occupational Therapy (OT).
- Instructional Support: Intensive Instructional Support (IIS).
- Behavior Intervention: Behavior Intervention Development (BID) and Behavior Intervention Implementation (BII).
- Professional Development for teachers and staff.
- Student Support Services Staff.
- Facility Maintenance and Repairs: Funding for major repairs like roofing, plumbing, heating, and electrical systems.
- Curriculum Resources: Description of specific reading/language arts or math curricula purchased and implemented.
- Enrichment Activities: Music, physical education, and art programs.
- Transportation for community outings or specific needs.

Teacher and Administrative Salaries (Fiscal Year 2023-24)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58573.00	--
Mid-Range Teacher Salary	\$91890.00	--
Highest Teacher Salary	\$119395.00	--
Average Principal Salary (Elementary)	\$131244.00	--
Average Principal Salary (Middle)	\$138034.00	--
Average Principal Salary (High)	\$156078.00	--
Superintendent Salary	\$280908.00	--
Percent of Budget for Teacher Salaries	25.80%	--
Percent of Budget for Administrative Salaries	4.94%	--

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



Advanced Placement (AP) Courses (School Year 2024–25)

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Percent of Students in AP Courses 46.8 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	1
Social Science	2
Total AP Courses Offered*	12

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	12

Coversheet

Review and Consideration of Approval of School Accountability Report Card 2024-25 for Oakland Charter Academy

Section: IV. Business I
Item: E. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Oakland Charter Academy
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: OCA_24-25_SARC.pdf

BACKGROUND:

In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required prepare annual School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code (EC) Sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.

Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. This requirement applies to nonpublic, nonsectarian schools but does not apply to nonpublic, nonsectarian agencies.

Pursuant to EC Section 35256, The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).

RECOMMENDATION:

Staff recommends approval.

Oakland Charter Academy

2024–25 School Accountability Report Card Reported Using Data from the 2024–25 School Year California Department of Education

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Phillip Ellingberg

📍 Principal, Oakland Charter Academy

About Our School

Dear Community,

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

At AMPS and Oakland Charter Academy we believe that a college education is the pathway to success and opportunity for every child. Oakland Charter Academy, offers a rigorous academic program coupled with a focus on character development to prepare our students for the demands of college, the workforce, and life.

We put students first. In order to fully serve the needs of our children, we work as a team, with our teachers, classified staff, administrators, students, and parents. We encourage our students to make the most of their time with us by becoming active, involved, and by finding excitement in the adventure of lifelong learning.

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

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

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 2025–26)

District Contact Information (School Year 2025–26)

District Name	Amethod Public Schools
Phone Number	(510) 734-1555
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	https://amethodschools.org

School Contact Information (School Year 2025–26)

School Name	Oakland Charter Academy
Street	4215 Foothill Blvd.
City, State, Zip	Oakland, CA , 94601-1404
Phone Number	(510) 532-6751
Principal	Phillip Ellingberg
Email Address	pellingberg@amethodschools.org
Website	https://oca.amethodschools.org/
Grade Span	6-8
County-District-School (CDS) Code	01612596111660

School Description and Mission Statement (School Year 2025–26)

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. provide a rigorous college preparatory edu

It is my privilege to share the School Accountability Report Card (SARC) for Oakland Charter Academy. This annual report provides families and the community with important information about our school’s academic performance, programs, and progress toward our goals.

At Oakland Charter Academy, our key goal is to create an inclusive, supportive atmosphere where every student feels safe, valued, and motivated to excel academically by receiving timely feedback, diverse learning supports, and opportunities to collaborate.

Foster a positive social climate that builds empathy, responsible citizenship, and strong interpersonal skills through respectful communication, peer mentoring, and meaningful community engagement. During. We are incredibly proud of our OCA scholars for their outstanding ELA test score growth and strong attendance, reflecting their dedication, resilience, and commitment to academic excellence. Additionally, earning 1st place in girls volleyball—especially as one of the smallest schools in the league—showcases our athletes'

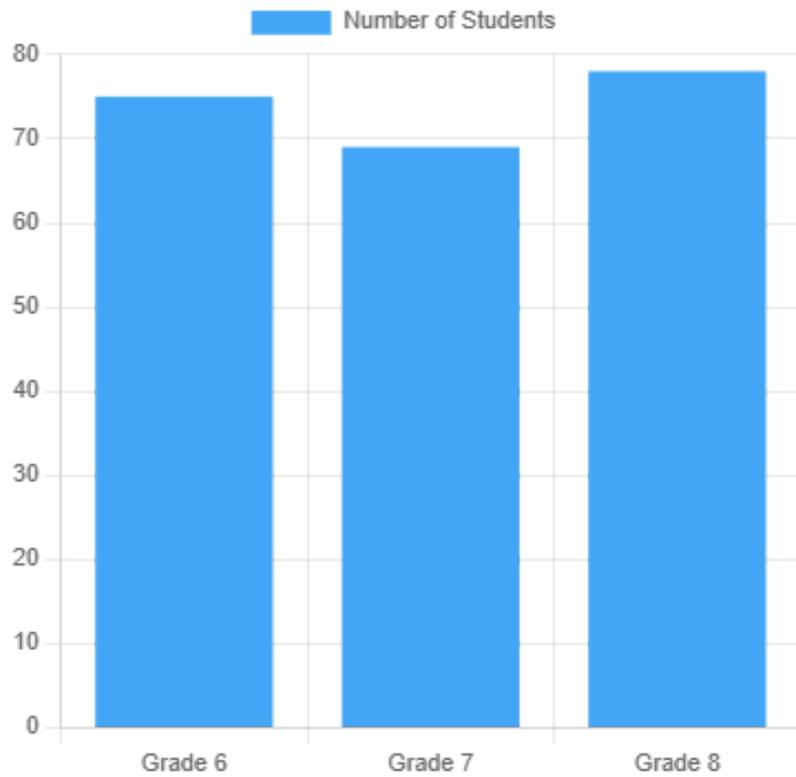
hard work, teamwork, and school spirit. The 2025-2026 school year, we are committed to elevating literacy for every student through a collaborative, whole-school approach that integrates targeted instruction, evidence-based practices, and engaging reading experiences across content areas. To support this vision, we will prioritize ongoing professional development for teachers, focusing on differentiated literacy strategies, data-driven instruction, and rich collaborative planning to ensure all learners make meaningful gains. Through the commitment of our teachers, staff, and families, we continue to make strides toward ensuring that every student is prepared for success in college, career, and life.

We invite you to review the data and information in this report to better understand our school's progress and areas for continued growth. As always, we remain dedicated to providing a safe, positive, and equitable learning environment for all students.

Thank you for your partnership and continued support of Oakland Charter Academy.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	75
Grade 7	69
Grade 8	78
Total Enrollment	222



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	52.30%
Male	47.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.70%
Black or African American	2.70%
Filipino	0.00%
Hispanic or Latino	86.00%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	0.50%
White	7.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	57.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	88.30%
Students with Disabilities	8.60%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	0.80	17.03%	1450.80	58.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.10	2.81%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	79.96%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	4.90	100.00%	2471.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	2.00	28.57%	1316.40	52.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.20	2.86%	73.10	2.93%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.70	68.43%	988.50	39.63%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	62.80	2.52%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	53.70	2.15%	13705.80	4.91%
Total Teaching Positions	7.00	100.00%	2494.60	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	1.30
Misassignments	4.50	3.9	3.30
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	4.50	3.9	4.70

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	42.5%	89%	62.50%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.5%	78.1%	39.50%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard - Adopted 2020?	0
Mathematics	Eureka Squared - Adopted 2024	0
Science	Amplify Science - Adopted 2024	0
History-Social Science	TCI - Adopted 2022	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

General Physical Quality

Our school prides itself on providing a safe, clean, and well-maintained environment for families and staff members. We systematically use the Facility Inspection Tool (FIT) from the State of California Office of Public School Construction (OPSC) to gather insight into our facility's condition. Based on our most recent inspection conducted in November 2025, the school grounds, restrooms, and building received an overall rating of 96.53% confirming they are in good condition.

Maintenance and Repairs

We utilize SolarWinds software to ensure that anything requiring maintenance or repair is addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our administrative team to be serviced. Maintenance and repair personnel are contacted immediately to ensure minimal disruption to the learning environment.

Cleaning Process and Schedule

Maintaining a clean and healthy learning environment is a shared commitment. During school hours, students and staff take an active role in campus stewardship by keeping classrooms and common areas tidy. Following dismissal, our contracted janitorial team performs comprehensive nighttime cleaning.

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 2026

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
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 2026

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	8%	22%	35%	35%	47%	48%
Mathematics (grades 3-8 and 11)	16%	15%	26%	27%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	218	97.32%	2.68%	22.48%
Female	117	113	96.58%	3.42%	32.74%
Male	107	105	98.13%	1.87%	11.43%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	191	189	98.95%	1.05%	22.75%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	15	93.75%	6.25%	20.00%
English Learners	129	123	95.35%	4.65%	8.13%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	194	192	98.97%	1.03%	23.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	18	94.74%	5.26%	5.56%

Note: ELA test results include the Smarter Balanced Summative Assessments 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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	215	95.98%	4.02%	14.89%
Female	117	111	94.87%	5.13%	17.12%
Male	107	104	97.20%	2.80%	12.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	191	185	96.86%	3.14%	14.60%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	15	93.75%	6.25%	13.34%
English Learners	129	122	94.57%	5.43%	2.46%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	194	189	97.42%	2.58%	13.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	17	89.47%	10.53%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8, and high school)	5.08%	7.79%	19.30%	20.06%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	77	96.25%	3.75%	7.79%
Female	39	37	94.87%	5.13%	2.70%
Male	41	40	97.56%	2.44%	12.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	70	69	98.57%	1.43%	7.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	42	93.33%	6.67%	2.38%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	67	67	100.00%	0.00%	8.96%
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.

Career Technical Education (CTE) Participation (School Year 2024–25)

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	--

Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2024–25)

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	97%	97%	97%	97%	97%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom 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 in 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.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

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 Oakland Charter Academy. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

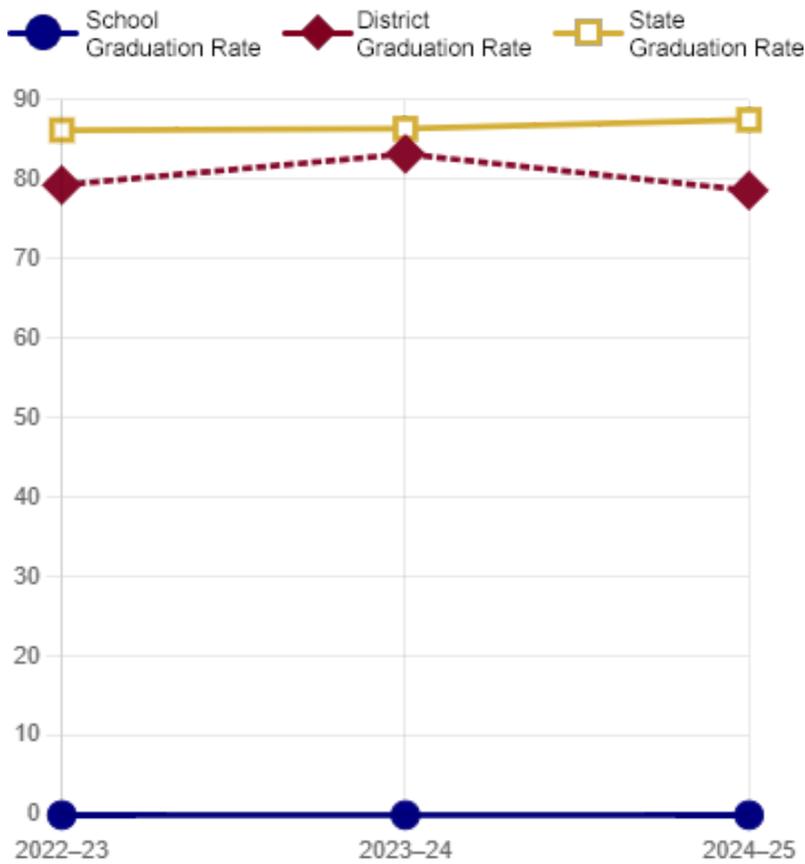
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

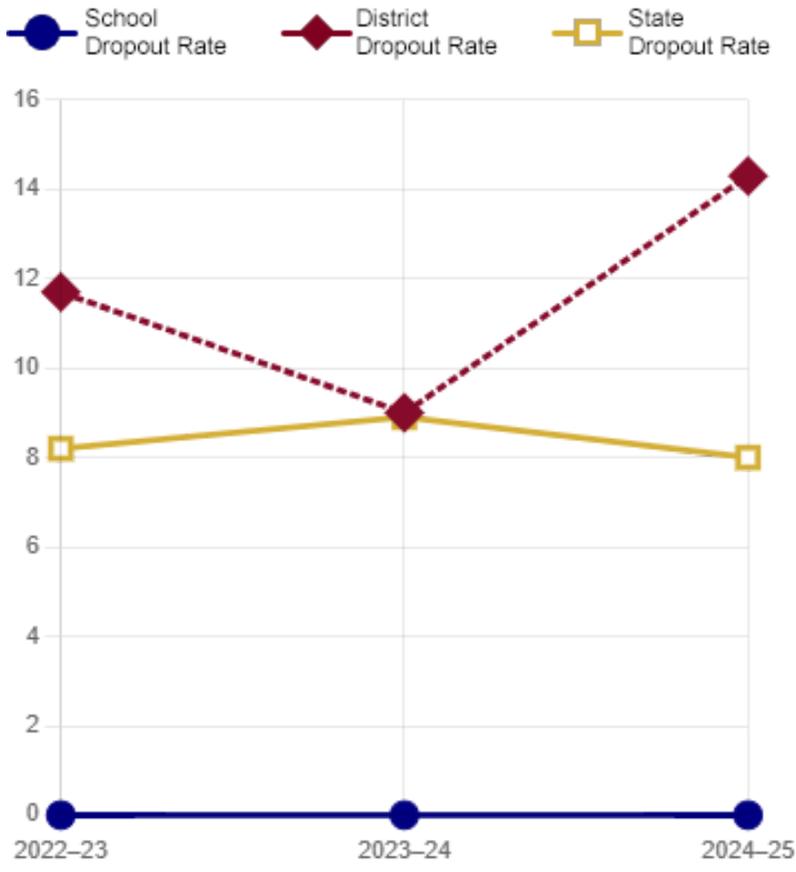
Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				79.3%	83.2%	78.6%	86.2%	86.4%	87.5%
Dropout Rate				11.7%	9.0%	14.3%	8.2%	8.9%	8.0%

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

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

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.

Chronic Absenteeism by Student Group (School Year 2024-25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	235	230	73	31.7%
Female	124	123	42	34.1%
Male	111	107	31	29.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	199	196	59	30.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	17	6	35.3%
English Learners	135	130	41	31.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	211	208	67	32.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	20	6	30.0%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.42%	0.42%	5.96%	3.85%	4.10%	3.72%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.07%	0.05%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024-25)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	5.96%	0.00%
Female	3.23%	0.00%
Male	9.01%	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	5.03%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	17.65%	0.00%
English Learners	5.93%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.16%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	14.29%	0.00%

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.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 6/30/25.

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

SECTION 4: School Safety Policy and Procedures

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 2022–23)

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	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

Grade Level	Average Class Size	Number of Classes 20	Number of Classes 21-32	Number of Classes 33+
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 (Elementary) (School Year 2023–24)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

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 2024–25)

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		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 (Secondary) (School Year 2022–23)

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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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00		4	1
Mathematics	29.00		4	1
Science	29.00		4	1
Social Science	29.00		4	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 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	25.00	3	3	
Mathematics	25.00	3	3	
Science	25.00	3	3	
Social Science	25.00	3	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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	222

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

Student Support Services Staff (School Year 2024-25)

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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	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other**	0.25

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023-24)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16230.00	\$10037.00	\$6193.00	\$69487.00
District	N/A	N/A	--	\$85881.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024-25)

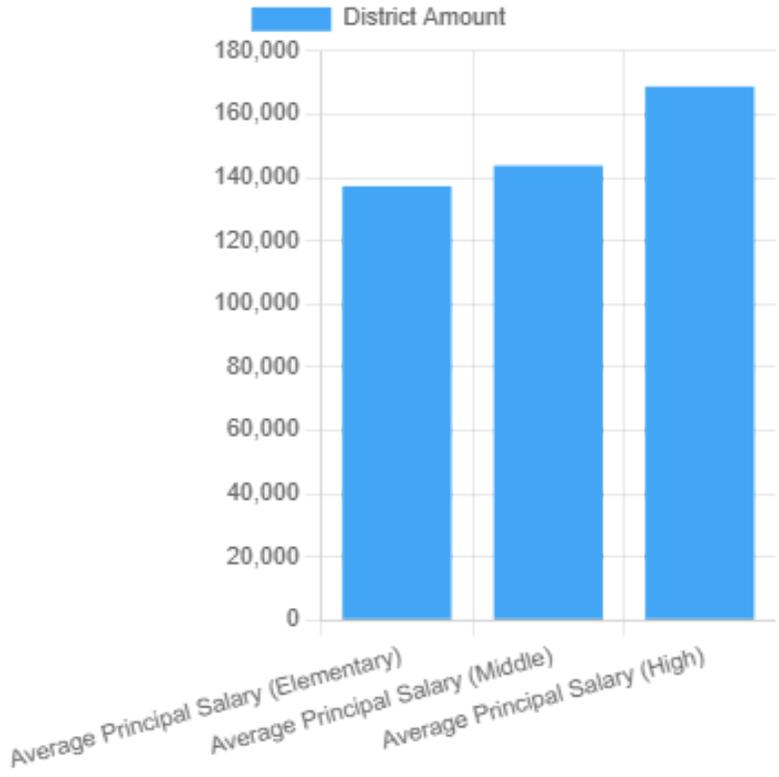
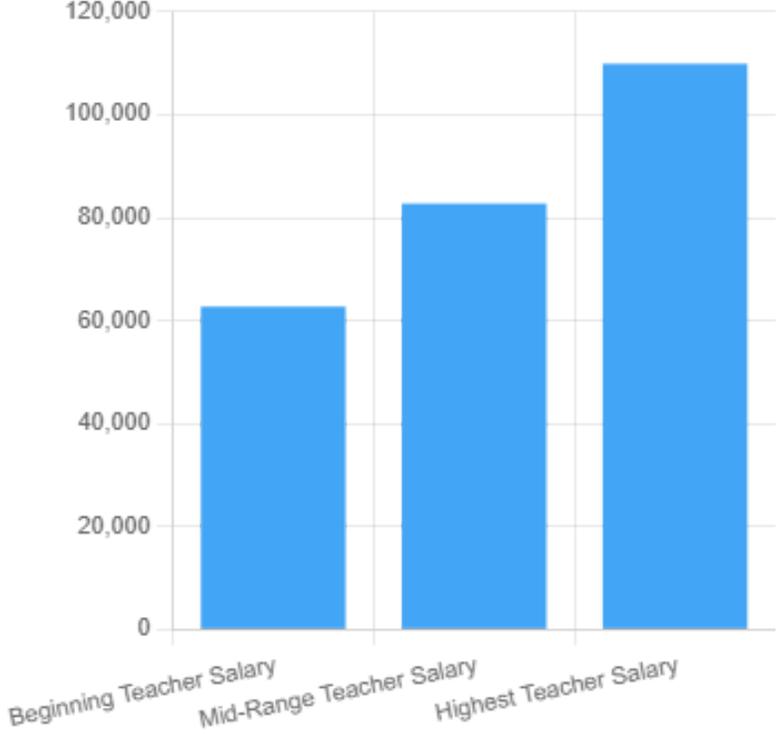
- Specialized Therapies: Such as Speech & Language Therapy (SLP) and Occupational Therapy (OT).
- Instructional Support: Intensive Instructional Support (IIS).
- Behavior Intervention: Behavior Intervention Development (BID) and Behavior Intervention Implementation (BII).
- Professional Development for teachers and staff.
- Student Support Services Staff.
- Facility Maintenance and Repairs: Funding for major repairs like roofing, plumbing, heating, and electrical systems.
- Curriculum Resources: Description of specific reading/language arts or math curricula purchased and implemented.
- Enrichment Activities: Music, physical education, and art programs.
- Transportation for community outings or specific needs.

Teacher and Administrative Salaries (Fiscal Year 2023-24)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62696.00	\$60862.67
Mid-Range Teacher Salary	\$82716.00	\$93575.04
Highest Teacher Salary	\$109878.00	\$125548.29
Average Principal Salary (Elementary)	\$137228.00	\$157644.72
Average Principal Salary (Middle)	\$143757.00	\$165340.66
Average Principal Salary (High)	\$168783.00	\$182579.89
Superintendent Salary	\$342804.00	\$357064.20
Percent of Budget for Teacher Salaries	25.55%	30.36%
Percent of Budget for Administrative Salaries	8.91%	4.88%

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



Advanced Placement (AP) Courses (School Year 2024–25)

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Percent of Students in AP Courses %

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.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	12

Coversheet

Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Academy

Section: IV. Business I
Item: F. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Academy
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: RCA_24-25_SARC.pdf

BACKGROUND:

In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required prepare annual School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code (EC) Sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.

Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. This requirement applies to nonpublic, nonsectarian schools but does not apply to nonpublic, nonsectarian agencies.

Pursuant to EC Section 35256, The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).

RECOMMENDATION:

Staff recommends approval.

Richmond Charter Academy

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	1450 Marina Way South Richmond, CA , 94804-1718	Principal:	Jasmine Landers
Phone:	(510) 722-1052	Grade Span:	6-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Jasmine Landers

📍 Principal, Richmond Charter Academy

About Our School

Dear Community,

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

At AMPS and Richmond Charter Academy we believe that a college education is the pathway to success and opportunity for every child. Richmond Charter Academy, offers a rigorous academic program coupled with a focus on character development to prepare our students for the demands of college, the workforce, and life.

We put students first. In order to fully serve the needs of our children, we work as a team, with our teachers, classified staff, administrators, students, and parents. We encourage our students to make the most of their time with us by becoming active, involved, and by finding excitement in the adventure of lifelong learning.

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

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

Contact

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

Phone: [\(510\) 722-1052](tel:5107221052)

Email: jlanders@amethodschools.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Amethod Public Schools
Phone Number	(510) 734-1555
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	http://www.amethodschools.org

School Contact Information (School Year 2025–26)

School Name	Richmond Charter Academy
Street	1450 Marina Way South
City, State, Zip	Richmond, CA , 94804-1718
Phone Number	(510) 722-1052
Principal	Jasmine Landers
Email Address	jlanders@amethodschools.org
Website	https://rca.amethodschools.org/
Grade Span	6-8
County-District-School (CDS) Code	07100740126805

School Description and Mission Statement (School Year 2025–26)

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: Students First, Be Adaptable, Persevere, Take Responsibility, Commitment to Distinction

It is my privilege to share the School Accountability Report Card (SARC) for Richmond Charter Academy. This annual report provides families and the community with important information about our school’s academic performance, programs, and progress toward our goals.

At Richmond Charter Academy, our mission is to provide a rigorous, inclusive, and engaging learning environment where all students thrive academically and socially. We are proud of the improvements made in addressing chronic absenteeism. Our school has been extremely consistent in implementing responsive coaching cycles and targeted professional development. In addition, we have launched a variety of student engagement opportunities, including Student Government Association, Cooking Club, Soccer, Coding, and a Girls’ Mentorship Program.

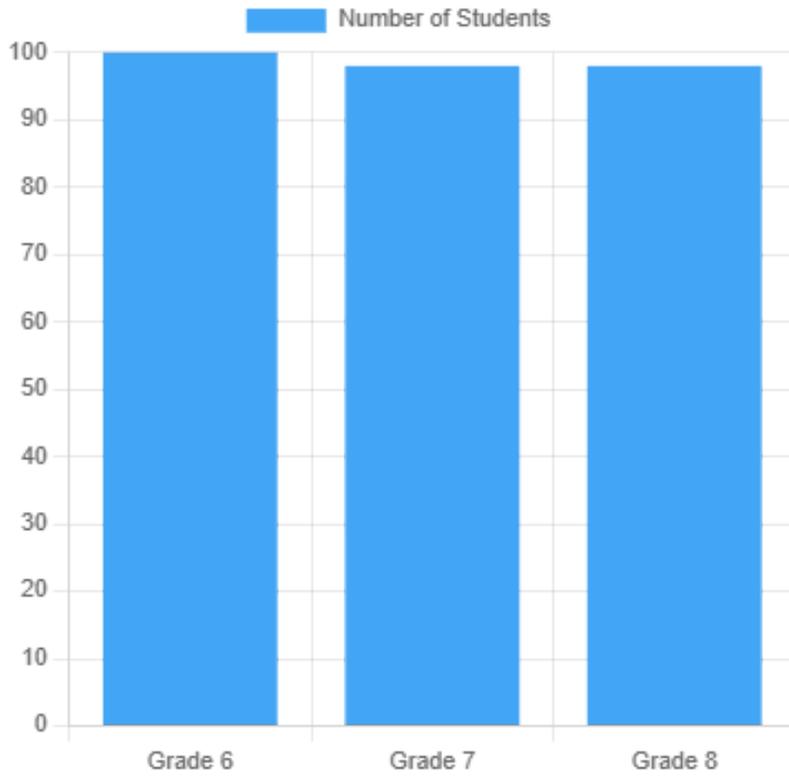
During the 2025–2026 school year, our focus has been on improving student attendance, strengthening school culture, and accelerating academic achievement. We are working to maintain a 97% Average Daily Attendance (ADA) while reducing chronic absenteeism by 10% through consistent attendance monitoring, strong family partnerships, and targeted interventions. At the same time, we are intentionally cultivating a culture of TITAN Pride and belonging so that all scholars feel connected, valued, and supported. Academically, we are focused on increasing SBAC proficiency by 10% and decreasing the number of scholars performing in the red by 10% through data-driven instruction, targeted supports, and ongoing professional development. Through the commitment of our teachers, students, and families, we continue to make strides toward ensuring every student is prepared for success in college, career, and life after school.

We invite you to review the data and information in this report to better understand our school’s progress and areas for continued growth. As always, we remain dedicated to providing a safe, positive, and equitable learning environment for all students.

Thank you for your partnership and continued support of Richmond Charter Academy.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	100
Grade 7	98
Grade 8	98
Total Enrollment	296



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.30%
Male	52.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.30%
Black or African American	4.40%
Filipino	0.30%
Hispanic or Latino	91.20%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	1.00%
White	2.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	36.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	84.80%
Students with Disabilities	10.10%

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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	0.00	0.00%	1081.70	75.48%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.20	20.75%	45.20	3.16%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	36.31%	155.30	10.84%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	56.40	13.94%	11746.90	4.23%
Unknown/Incomplete/NA	4.70	42.86%	94.30	6.58%	14303.80	5.15%
Total Teaching Positions	10.90	100.00%	1433.20	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	1.00	11.10%	1016.10	72.62%	230039.40	100.00%
Intern Credential Holders Properly Assigned	3.00	33.30%	43.70	3.13%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	44.40%	190.30	13.60%	168855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	81.30	5.82%	12112.80	4.34%
Unknown/Incomplete/NA	1.00	11.10%	67.70	4.84%	13705.80	4.91%
Total Teaching Positions	9.00	100.00%	1399.30	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0.00	0.00
Misassignments	5.50	3.90	4.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.50	3.90	4.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	87.5%	60.3%	62%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25%	60.3%	62%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard - Adopted 2020	0
Mathematics	Eureka Squared - Adopted 2024	0
Science	Amplify Science - Adopted 2024	0
History-Social Science	TCI - Adopted 2022	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

General Physical Quality

Our school prides itself on providing a safe, clean, and well-maintained environment for families and staff members. We systematically use the Facility Inspection Tool (FIT) from the State of California Office of Public School Construction (OPSC) to gather insight into our facility's condition. Based on our most recent inspection conducted in November 2025, the school grounds, restrooms, and building received an overall rating of 96.56% confirming they are in good condition.

Maintenance and Repairs

We utilize SolarWinds software to ensure that anything requiring maintenance or repair is addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our administrative team to be serviced. Maintenance and repair personnel are contacted immediately to ensure minimal disruption to the learning environment.

Cleaning Process and Schedule

Maintaining a clean and healthy learning environment is a shared commitment at our school. Throughout the day, students and staff take an active role in campus stewardship by keeping personal workspaces tidy and clearing lunch areas, while our custodial staff members manage high-traffic zones, restock restrooms, and provide an immediate response to urgent cleaning needs. Following dismissal, our contracted janitorial team performs comprehensive deep cleaning.

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 2026

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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 2026

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	54%	46%	33%	33%	47%	48%
Mathematics (grades 3-8 and 11)	19%	18%	23%	26%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

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Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	281	99.29%	0.71%	46.26%
Female	147	146	99.32%	0.68%	52.05%
Male	136	135	99.26%	0.74%	40.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	10	90.91%	9.09%	--
Filipino	--	--	--	--	--
Hispanic or Latino	256	255	99.61%	0.39%	45.49%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	104	100.00%	0.00%	18.27%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	239	237	99.16%	0.84%	43.04%
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 Assessments 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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	281	99.29%	0.71%	18.15%
Female	147	146	99.32%	0.68%	16.44%
Male	136	135	99.26%	0.74%	20.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	10	90.91%	9.09%	--
Filipino	--	--	--	--	--
Hispanic or Latino	256	255	99.61%	0.39%	16.86%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	104	100.00%	0.00%	2.88%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	239	237	99.16%	0.84%	13.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	29	100.00%	0.00%	3.45%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	7%	14%	20%	21%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	94	98.95%	1.05%	13.83%
Female	41	40	97.56%	2.44%	15.00%
Male	54	54	100.00%	0.00%	12.96%
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	89	88	98.88%	1.12%	11.36%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	81	80	98.77%	1.23%	8.75%
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.

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Career Technical Education (CTE) Participation (School Year 2024–25)

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	--

Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2024–25)

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	97%	97%	97%	97%	97%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom 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 in 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.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

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 Richmond Charter Academy. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

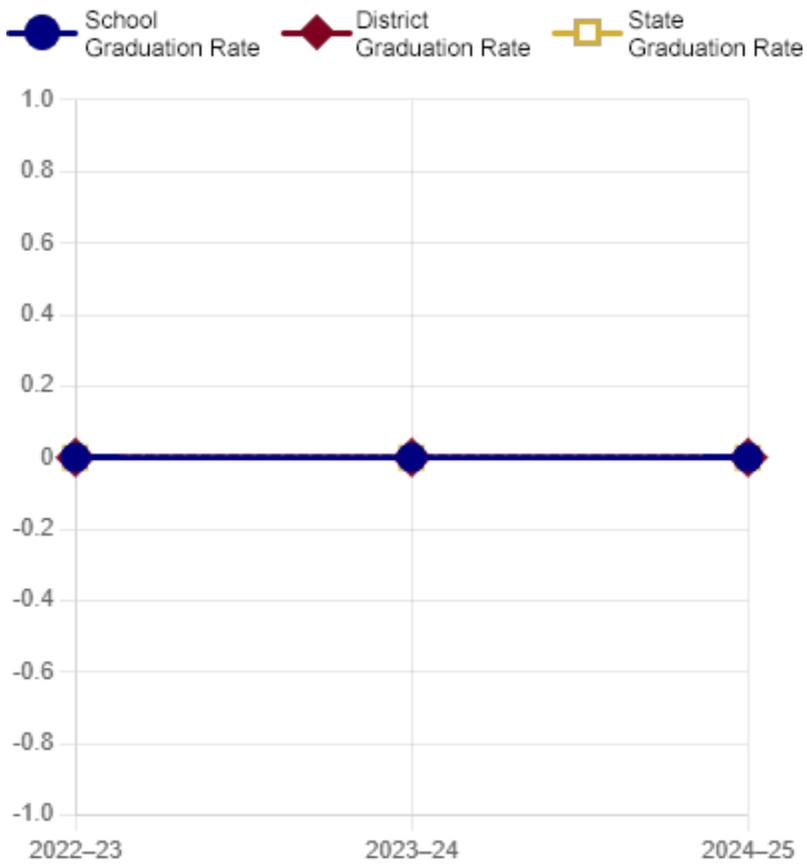
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

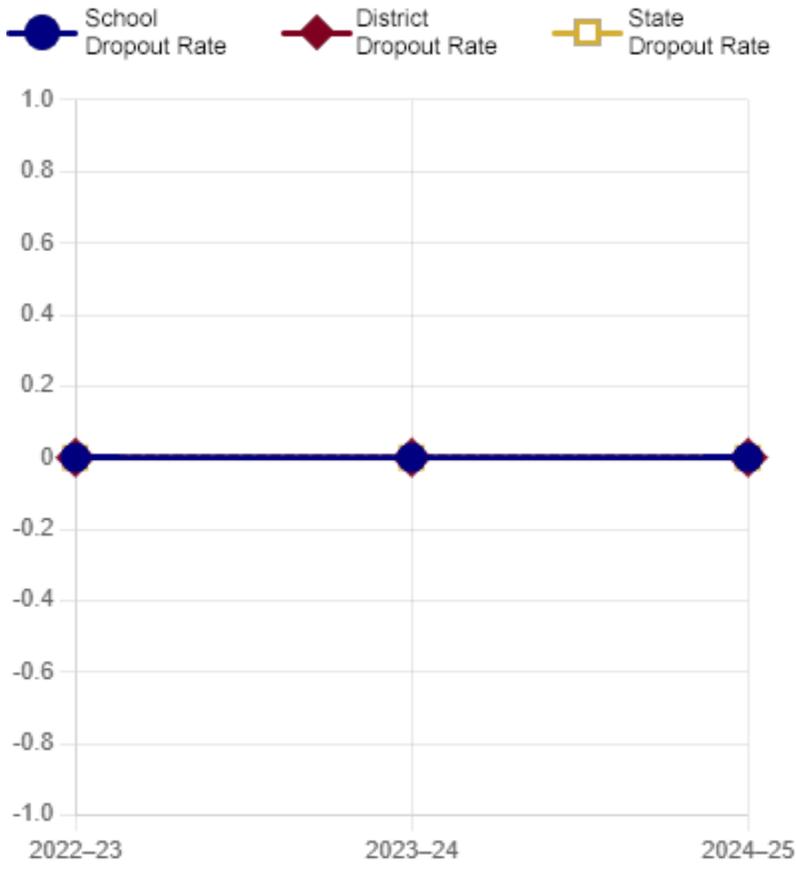
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Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate									
Dropout Rate									

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

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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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.

Chronic Absenteeism by Student Group (School Year 2024-25)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	301	299	67	22.4%
Female	157	157	36	22.9%
Male	144	142	31	21.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	12	4	33.3%
Filipino	--	--	--	--
Hispanic or Latino	272	271	62	22.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	111	111	29	26.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	259	257	63	24.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	33	16	48.5%

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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	7.41%	1.03%	3.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expulsions	0.00%	0.00%	0.34%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2024-25)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	2.99%	0.33%
Female	1.27%	0.00%
Male	4.86%	0.69%
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	2.94%	0.37%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.80%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.09%	0.39%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.88%	2.94%

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.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 6/30/25.

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

SECTION 4: School Safety Policy and Procedures

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 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				

Grade Level	Average Class Size	Number of Classes	Number of Classes	Number of Classes*
		20	32	33+
5				
6		2	30	3
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

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	23.00	8	16	2
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 2024–25)

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	1	27	
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 2022–23)

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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	29.00	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 2023–24)

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	
Mathematics	25.00	1	7	
Science	25.00	1	7	
Social Science	25.00	2	7	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	296

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

Student Support Services Staff (School Year 2024-25)

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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	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other**	0.25

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21948.00	\$16326.00	\$5622.00	\$67596.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

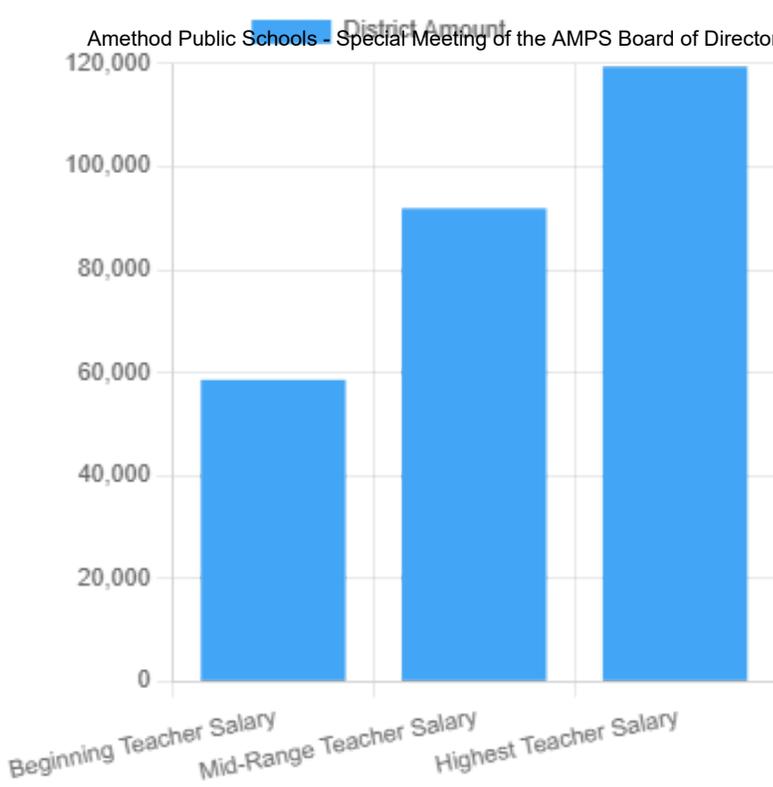
- Specialized Therapies: Such as Speech & Language Therapy (SLP) and Occupational Therapy (OT).
- Instructional Support: Intensive Instructional Support (IIS).
- Behavior Intervention: Behavior Intervention Development (BID) and Behavior Intervention Implementation (BII).
- Professional Development for teachers and staff.
- Student Support Services Staff.
- Facility Maintenance and Repairs: Funding for major repairs like roofing, plumbing, heating, and electrical systems.
- Curriculum Resources: Description of specific reading/language arts or math curricula purchased and implemented.
- Enrichment Activities: Music, physical education, and art programs.
- Transportation for community outings or specific needs.

Teacher and Administrative Salaries (Fiscal Year 2023-24)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58573.00	--
Mid-Range Teacher Salary	\$91890.00	--
Highest Teacher Salary	\$119395.00	--
Average Principal Salary (Elementary)	\$131244.00	--
Average Principal Salary (Middle)	\$138034.00	--
Average Principal Salary (High)	\$156078.00	--
Superintendent Salary	\$280908.00	--
Percent of Budget for Teacher Salaries	25.80%	--
Percent of Budget for Administrative Salaries	4.94%	--

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



Advanced Placement (AP) Courses (School Year 2024–25)

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Percent of Students in AP Courses %

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

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	12

Coversheet

Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Elementary- Benito Juarez

Section: IV. Business I
Item: G. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Elementary- Benito Juarez
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: BJE_24-25_SARC.pdf

BACKGROUND:

In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required prepare annual School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code (EC) Sections 33126 and 33126.1. In addition, similar requirements are contained in the federal Elementary and Secondary Education Act (ESEA) legislation.

Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. This requirement applies to nonpublic, nonsectarian schools but does not apply to nonpublic, nonsectarian agencies.

Pursuant to EC Section 35256, The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).

RECOMMENDATION:

Staff recommends approval.

Richmond Charter Elementary-Benito Juarez

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 1450 Marina Way South
Richmond, CA , 94804-1534

Principal: Michelle Walker

Phone: (510) 722-1179

Grade Span: TK-5

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Michelle Walker

Principal, Richmond Charter Elementary-Benito Juarez

About Our School

Dear Community,

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

At AMPS and Benito Juarez Elementary, we believe that a college education is the pathway to success and opportunity for every child. Benito Juarez Elementary School offers a rigorous academic program coupled with a focus on character development to prepare our students for the demands of college, the workforce, and life.

We put students first. In order to fully serve the needs of our children, we work as a team, with our teachers, classified staff, administrators, students, and parents. We encourage our students to make the most of their time with us by becoming active, involved, and by finding excitement in the adventure of lifelong learning.

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

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

LaSonya M. Walker, Ed.D, MBA, MAT

lawalker@amethodschools.org

bje.amethodschools.org

Contact

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Amethod Public Schools
Phone Number	(510) 734-1555
Superintendent	Barnes, Adrienne
Email Address	abarnes@amethodschools.org
Website	https://www.amethodschools.org/

School Contact Information (School Year 2025–26)

School Name	Richmond Charter Elementary-Benito Juarez
Street	1450 Marina Way South
City, State, Zip	Richmond, CA , 94804-1534
Phone Number	(510) 722-1179
Principal	Michelle Walker
Email Address	lawalker@amethodschools.org
Website	https://bje.amethodschools.org/
Grade Span	TK-5
County-District-School (CDS) Code	07617960129643

School Description and Mission Statement (School Year 2025–26)

Mission: Mission: Our mission is to provide a rigorous, inclusive, and engaging learning environment where every student thrives academically, socially, and emotionally. Our core values—equity, excellence, community, and innovation—guide every decision we make to ensure that all students have access to high-quality instruction and opportunities for success.

It is my privilege to share the School Accountability Report Card (SARC) for Benito Juarez Elementary School. This annual report provides families and the community with important information about our school’s academic performance, programs, and progress toward our goals.

At Benito Juarez Elementary, our mission is to provide a rigorous, inclusive, and engaging learning environment where all students thrive academically and socially. We are proud of our notable growth in CAASPP scores across ELA and Math. Chronic absenteeism declined to 28.3%, improving by 6.9%.

During the 2025-26 school year, our focus has been on strengthening literacy development through SIPPS and ELA RTI, implementing Wonders with an EL component, integrating Lexia for targeted EL intervention, and launching ACE (Academic Champions of Excellence)

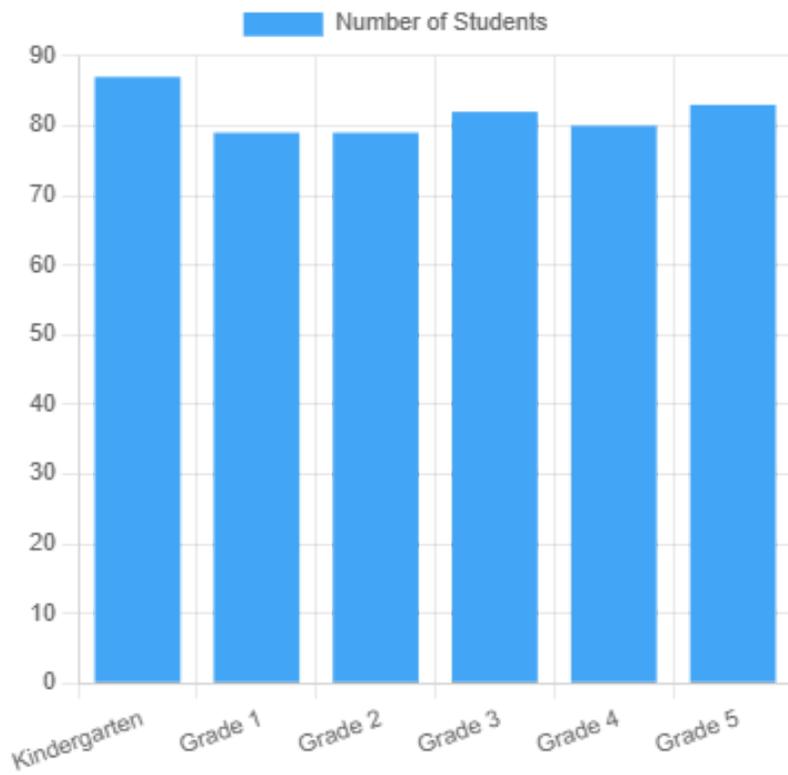
afterschool tutoring for math intervention as well as Math RTI. Professional development and coaching supported rigorous, standards-aligned instruction to accelerate student growth.

We invite you to review the data and information in this report to better understand our school's progress and areas for continued growth. As always, we remain dedicated to providing a safe, positive, and equitable learning environment for all students.

Thank you for your partnership and continued support of Benito Juarez Elementary School.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	87
Grade 1	79
Grade 2	79
Grade 3	82
Grade 4	80
Grade 5	83
Total Enrollment	490



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.60%
Male	50.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.40%
Black or African American	2.40%
Filipino	1.20%
Hispanic or Latino	91.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	1.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	50.20%
Foster Youth	0.00%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disadvantaged	83.30%
Students with Disabilities	9.00%

A. Conditions of Learning

State Priority: Basic

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

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

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	6.90	49.96%	1081.70	75.48%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	45.20	3.16%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	49.96%	155.30	10.84%	14938.30	5.38%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	56.40	3.94%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	94.30	6.58%	14303.80	5.15%
Total Teaching Positions	13.90	100.00%	1433.20	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	1.90	18.11%	1016.10	72.62%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	43.70	3.13%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.90	72.70%	190.30	13.60%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	81.30	5.82%	12112.80	4.34%
Unknown/Incomplete/NA	1.00	9.10%	67.70	4.84%	13705.80	4.91%
Total Teaching Positions	10.90	100.00%	1399.30	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	3.00
Misassignments	5.20	6.9	4.90
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	5.20	6.9	7.90

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	58.4%	77.1%	47.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	43.6%	64.1%	67.30%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, McGraw Hill - Adopted 2018 Lexia Learning - Adopted 2023	0
Mathematics	i-Ready, Curriculum Associates - Adopted 2023?	0
Science	Amplify Science - Adopted 2024	0
History-Social Science	Studies Weekly - Adopted 2023?	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

General Physical Quality

Our school prides itself on providing a safe, clean, and well-maintained environment for families and staff members. We systematically use the Facility Inspection Tool (FIT) from the State of California Office of Public School Construction (OPSC) to gather insight into our facility's condition. Based on our most recent inspection conducted in November 2025, the school grounds, restrooms, and building received an overall rating of 97.35% confirming they are in good condition.

Maintenance and Repairs

We utilize SolarWinds software to ensure that anything requiring maintenance or repair is addressed in an effective and timely fashion. Any issues that arise during the school day are communicated to the appropriate personnel by our administrative team to be serviced. Maintenance and repair personnel are contacted immediately to ensure minimal disruption to the learning environment.

Cleaning Process and Schedule

Maintaining a clean and healthy learning environment is a shared commitment at our school. Throughout the day, students and staff take an active role in campus stewardship by keeping personal workspaces tidy and clearing lunch areas, while our custodial staff members manage high-traffic zones, restock restrooms, and provide an immediate response to urgent cleaning needs. Following dismissal, our contracted janitorial team performs comprehensive deep cleaning.

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 2026

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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 2026

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	28%	36%	33%	34%	47%	48%
Mathematics (grades 3-8 and 11)	25%	28%	23%	26%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	235	98.33%	1.67%	36.17%
Female	113	111	98.23%	1.77%	36.94%
Male	126	124	98.41%	1.59%	35.48%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	5	5	100%	0%	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	212	98.60%	1.40%	35.85%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	135	133	98.52%	1.48%	24.06%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	204	201	98.53%	1.47%	32.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	12.50%

Note: ELA test results include the Smarter Balanced Summative Assessments 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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	235	98.33%	1.67%	28.09%
Female	113	111	98.23%	1.77%	24.32%
Male	126	124	98.41%	1.59%	31.45%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	212	98.60%	1.40%	26.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	135	133	98.52%	1.48%	16.55%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	204	201	98.53%	1.47%	26.37%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	8.33%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	20.78%	17.50%	20.89%	21.59%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	80	98.77%	1.23%	17.50%
Female	43	42	97.67%	2.33%	16.67%
Male	38	38	100.00%	0.00%	18.42%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	70	98.59%	1.41%	17.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	48	47	97.92%	2.08%	10.64%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	64	98.46%	1.54%	18.75%
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.

--

Career Technical Education (CTE) Participation (School Year 2024–25)

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	--

Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2024–25)

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	98%	98%	98%

Note: The admistration of the PFT requires only participation results 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.

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 2025–26)

Parent and community engagement is a priority and key to the success of the school. We believe our educational partners are central support for our students. There are multiple ways for parents to engage in the school community both formally and informally.

The Family Staff Team (FST) is composed of staff, community and more importantly of parents whom 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 in 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 BJE.

Coffee with the principal is a monthly meeting for parents to come to school to speak with site leaders, get an update on planned activities, and address any issues or concerns they may have. This is an informal meeting that promotes strengthening and personal relations with staff and parents.

In addition, we make educating your child our highest priority and we require that families make the same commitment. That requires that often our staff and volunteers will make themselves available above and beyond the traditional school hours and also that families commit to supporting the efforts of the school and have their child attend school every day, on time and ready to learn.

Although at times, it may be inconvenient for staff and families, our students' success makes these inconveniences worthwhile.

Parents have various means in which to get involved at Benito Juez Elementary. We have families attend a minimum, two parent informational meetings. These meetings discuss topics such as 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

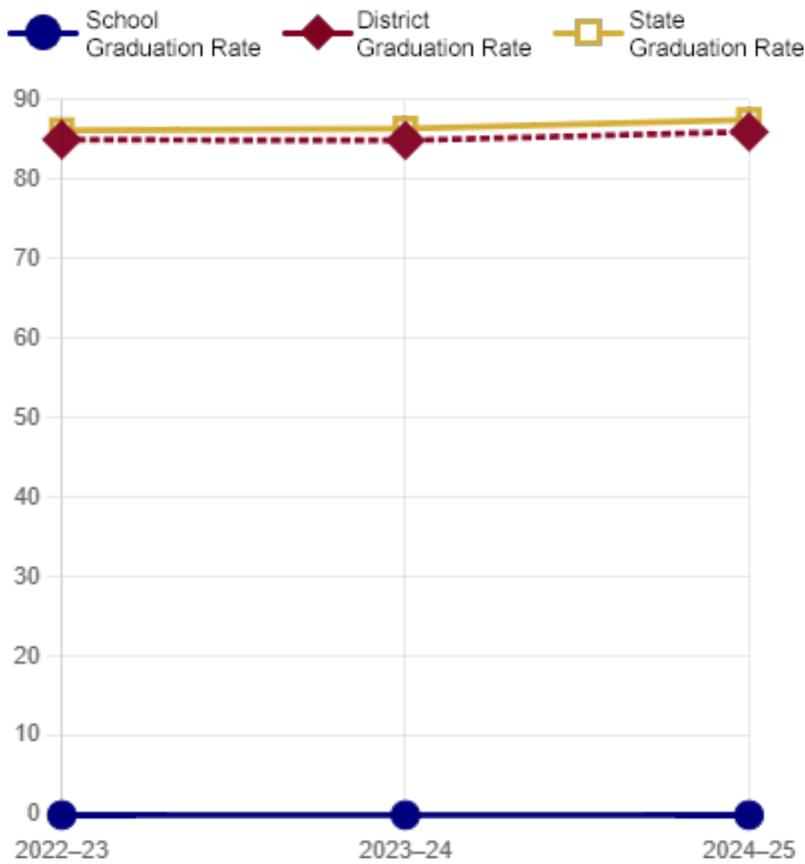
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

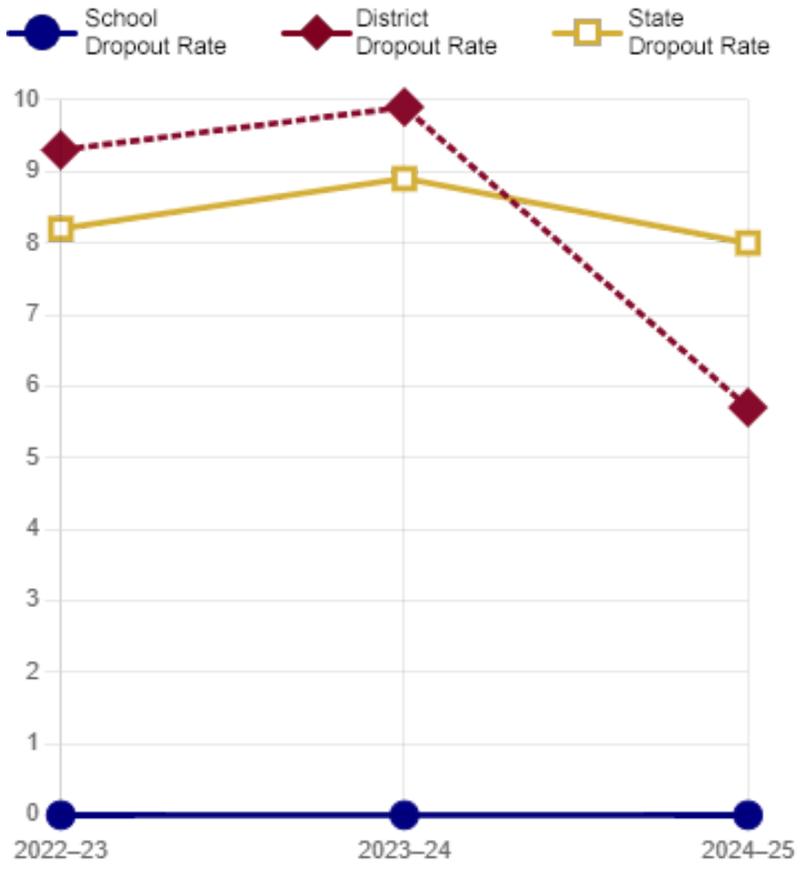
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Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				85.0%	84.9%	86.0%	86.2%	86.4%	87.5%
Dropout Rate				9.3%	9.9%	5.7%	8.2%	8.9%	8.0%

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

Graduation Rates





Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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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.

Chronic Absenteeism by Student Group (School Year 2024-25)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	491	139	28.3%
Female	246	242	56	23.1%
Male	253	249	83	33.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	3	25.0%
Filipino	--	--	--	--
Hispanic or Latino	455	448	129	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	273	270	73	27.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	420	415	124	29.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	48	18	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.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	1.57%	0.20%	0.00%	4.81%	4.82%	4.31%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.01%	0.02%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024-25)

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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 selected student population is ten or fewer.

Our school's Comprehensive Safety Plan is reviewed and updated annually. The safety plan was last board approved on 6/30/25.

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

SECTION 4: School Safety Policy and Procedures

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 2022–23)

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	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

Grade Level	Average Class Size	Number of Classes 1-20	Number of Classes 21-32	Number of Classes 33+
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 (Elementary) (School Year 2023–24)

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Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		15	
1	26.00		15	
2	26.00		15	
3	25.00		15	
4	28.00		15	
5	26.00		15	
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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		10	
1	26.00		15	
2	26.00		15	
3	27.00		15	
4	28.00		10	
5	28.00		15	
6				
Other**	25.00		10	

* 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 2022–23)

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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 2023–24)

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 2024–25)

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Tuesday January 27, 2026 at 6:00 PM

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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

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.

Student Support Services Staff (School Year 2024-25)

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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	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other**	0.25

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023-24)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16593.00	\$10757.00	\$5836.00	\$68184.00
District	N/A	N/A	--	\$91374.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024-25)

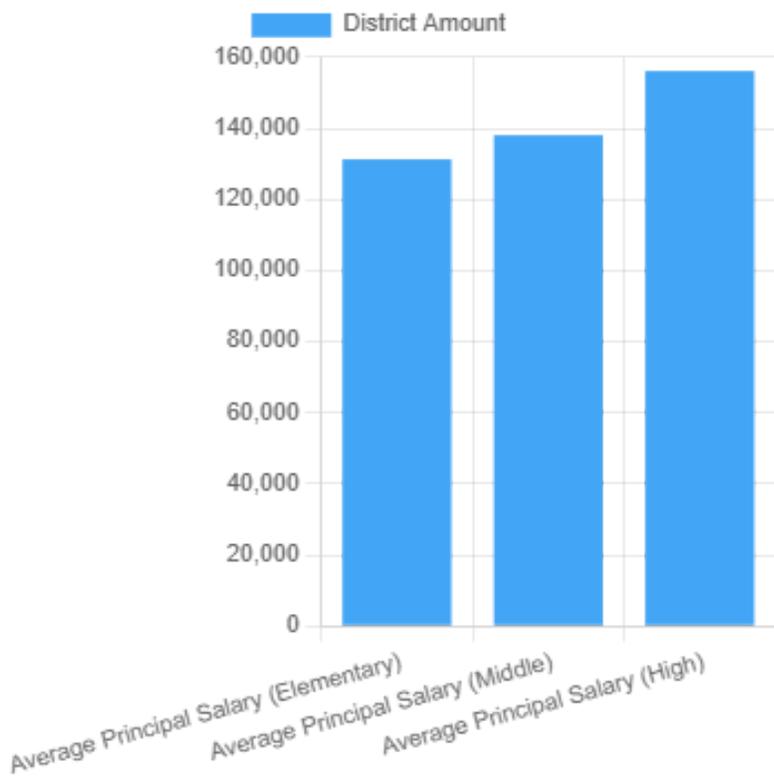
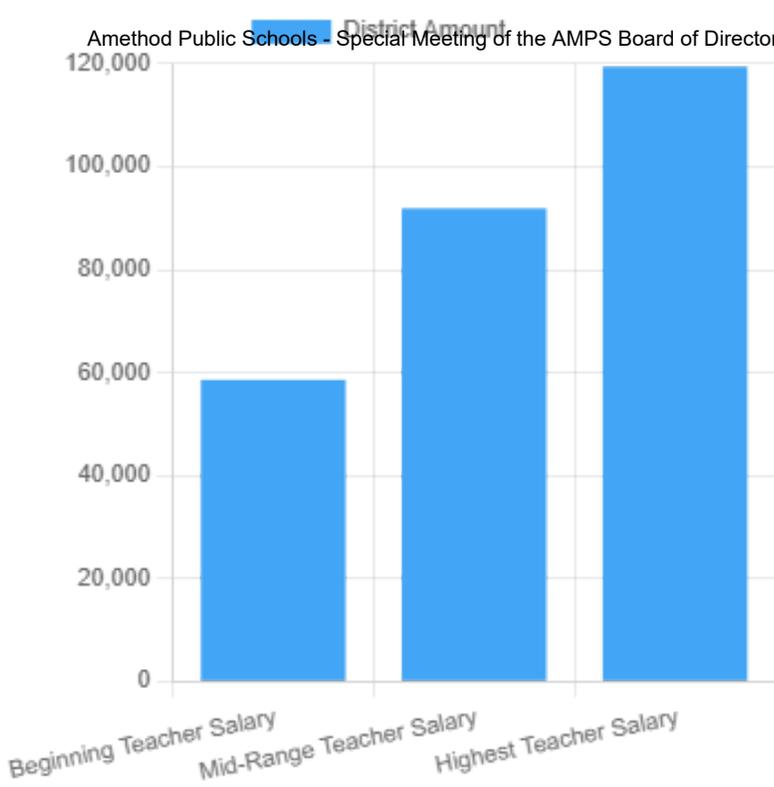
- Specialized Therapies: Such as Speech & Language Therapy (SLP) and Occupational Therapy (OT).
- Instructional Support: Intensive Instructional Support (IIS).
- Behavior Intervention: Behavior Intervention Development (BID) and Behavior Intervention Implementation (BII).
- Professional Development for teachers and staff.
- Student Support Services Staff.
- Facility Maintenance and Repairs: Funding for major repairs like roofing, plumbing, heating, and electrical systems.
- Curriculum Resources: Description of specific reading/language arts or math curricula purchased and implemented.
- Enrichment Activities: Music, physical education, and art programs.
- Transportation for community outings or specific needs.

Teacher and Administrative Salaries (Fiscal Year 2023-24)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58573.00	\$60862.67
Mid-Range Teacher Salary	\$91890.00	\$93575.04
Highest Teacher Salary	\$119395.00	\$125548.29
Average Principal Salary (Elementary)	\$131244.00	\$157644.72
Average Principal Salary (Middle)	\$138034.00	\$165340.66
Average Principal Salary (High)	\$156078.00	\$182579.89
Superintendent Salary	\$280908.00	\$357064.20
Percent of Budget for Teacher Salaries	25.80%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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



Advanced Placement (AP) Courses (School Year 2024–25)

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Percent of Students in AP Courses %

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.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	12

Coversheet

Nomination and Approval of Appointment of Members to the Audit Committee

Section: IV. Business I
Item: H. Nomination and Approval of Appointment of Members to the Audit Committee
Purpose: Vote
Submitted by: Adrienne Barnes

BACKGROUND:

The Board will nominate and approve members of the Audit Committee. At least one board member will serve as a member. The Board Chair will appoint the committee chair.

RECOMMENDATION:

N/A

Coversheet

Review and Consideration of Acceptance of 2024-25 Audit Report

Section: IV. Business I
Item: I. Review and Consideration of Acceptance of 2024-25 Audit Report
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: Amethod 2024-25 Audit Report - DRAFT 01-23-2026.pdf

BACKGROUND:

Staff is presenting the 24-25 Annual Fiscal Audit for approval ahead of the extended January 30th deadline due to delays due to the government shutdown in 2025. The audit is unmodified, has no findings and the material weakness from the 23-24 audit has been resolved.

RECOMMENDATION:

Staff recommends approval.

AMPS

AMETHOD PUBLIC SCHOOLS

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2025

**A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING SIX (6) CALIFORNIA CHARTER SCHOOLS**

Oakland Charter Academy (Charter No. 0014)
Richmond Charter Academy (Charter No. 1441)
Richmond Charter Elementary - Benito Juarez Elementary (Charter No. 1660)
Downtown Charter Academy (Charter No. 1661)
John Henry High School (Charter No. 1741)
Oakland Charter High School (Charter No. 0883) – Closed effective June 30, 2025

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FINANCIAL SECTION

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Amethod Public Schools
Richmond, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Amethod Public Schools (the "Organization") which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Amethod Public Schools as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Auditor’s Responsibilities for the Audit of the Financial Statements (continued)

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization’s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Local Education Agency Organization Structure but does not include the financial statements and our auditor’s report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated **January XX, 2025**, on our consideration of the Organization’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization’s internal control over financial reporting and compliance.

AMETHOD PUBLIC SCHOOLS
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

ASSETS

Current assets	
Cash and cash equivalents	\$ 11,773,823
Accounts receivable	7,545,443
Prepaid expenses	545,686
Total current assets	<u>19,864,952</u>
Noncurrent assets	
Deposits	120,000
Right-of-use assets	28,577,712
Capital assets, net	9,528,342
Total noncurrent assets	<u>38,226,054</u>
Total Assets	<u>\$ 58,091,006</u>

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable	\$ 3,613,089
Deferred revenue	291,150
Lease liabilities	33,850,082
Loan payable	6,767,669
Total liabilities	<u>44,521,990</u>
Net assets	
Without donor restrictions	13,569,016
Total net assets	<u>13,569,016</u>
Total Liabilities and Net Assets	<u>\$ 58,091,006</u>

The notes to the financial statements are an integral part of this statement.

**AMETHOD PUBLIC SCHOOLS
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2025**

	<u>Without Donor Restrictions</u>
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	\$ 20,420,978
Federal revenues	1,885,064
Other state revenues	7,595,248
Total federal and state support and revenues	<u>29,901,290</u>
Local support and revenues	
Payments in lieu of property taxes	5,967,174
Donations and fundraising	66,152
Other local revenues	1,134,121
Total local support and revenues	<u>7,167,447</u>
Total Support and Revenues	<u>37,068,737</u>
EXPENSES	
Program services	38,024,588
Supporting services	
Management and general	4,981,552
Fundraising	8,687
Total Expenses	<u>43,014,827</u>
CHANGE IN NET ASSETS	(5,946,090)
Net Assets - Beginning	<u>19,515,106</u>
Net Assets - Ending	<u>\$ 13,569,016</u>

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The notes to the financial statements are an integral part of this statement.

**AMETHOD PUBLIC SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2025**

	Program Services	Supporting Services		Total
		Management and General	Fundraising	
EXPENSES				
Personnel expenses				
Certificated salaries	\$ 9,789,928	\$ -	\$ -	\$ 9,789,928
Non-certificated salaries	4,225,209	2,372,580	-	6,597,789
Payroll taxes	1,331,511	225,407	-	1,556,918
Other employee benefits	1,047,515	177,331	-	1,224,846
Total personnel expenses	16,394,163	2,775,318	-	19,169,481
Non-personnel expenses				
Books and supplies	4,351,442	152,028	-	4,503,470
Insurance	-	399,261	-	399,261
Facilities	7,600,702	245,450	-	7,846,152
Professional services	6,936,767	644,848	8,687	7,590,302
Interest expense	-	358,365	-	358,365
Depreciation	2,202,801	372,905	-	2,575,706
Fees to authorizing agencies	261,038	-	-	261,038
Other operating expenses	277,675	33,377	-	311,052
Total non-personnel expenses	21,630,425	2,206,234	8,687	23,845,346
Total Expenses	\$ 38,024,588	\$ 4,981,552	\$ 8,687	\$ 43,014,827

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The notes to the financial statements are an integral part of this statement.

**AMETHOD PUBLIC SCHOOLS
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2025**

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ (5,946,090)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Depreciation	2,575,706
Lease expense - amortization of right-of-use asset	35,120
(Increase) decrease in operating assets	
Accounts receivable	969,376
Prepaid expenses	114,971
Increase (decrease) in operating liabilities	
Accounts payable	407,473
Deferred revenue	55,111
Net cash provided by (used in) operating activities	<u>(1,788,333)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Principal payments on loan payable	<u>(365,336)</u>
Net cash provided by (used in) financing activities	<u>(365,336)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(2,153,669)
Cash and cash equivalents - Beginning	<u>13,927,492</u>
Cash and cash equivalents - Ending	<u>\$ 11,773,823</u>
SUPPLEMENTAL DISCLOSURE	
Cash paid for interest	<u>\$ 358,365</u>

The notes to the financial statements are an integral part of this statement.

**AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Amethod Public Schools (the “Organization”) was formed as a nonprofit public benefit corporation on August 5, 1993 for the purpose of operating California public schools. During the year ended June 30, 2025, Amethod Public Schools operated six (6) public charter schools and a home office for charter management. Information on each of the charter schools is as follows:

Charter No.	Charter School Name	Grades Served	Petition End Date	Authorizer
0014	Oakland Charter Academy	6 - 8	6/30/2026	Oakland Unified
0883	Oakland Charter High School	9 - 12	6/30/2025	Oakland Unified
1441	Richmond Charter Academy	6 - 8	6/30/2025	West Contra Costa Unified
1660	Richmond Charter Elementary - Benito Juarez Elementary	TK/K - 5	6/30/2027	West Contra Costa Unified
1661	Downtown Charter Academy	6 - 8	6/30/2027	Oakland Unified
1741	John Henry High School	9 - 12	6/30/2028	State Board of Education

Effective June 30, 2025, Charter No. 0883 closed due to nonrenewal. Additionally, in June 2025, a charter petition renewal for Charter No. 1441 was approved by the Contra Costa County Office of Education. Beginning July 1, 2025, Charter No. 1441 operated under this new authorizing agency.

Funding sources primarily consist of state apportionments, federal grants, in lieu of property tax revenues, and grants and donations from the public.

B. Basis of Accounting

The Organization’s policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958. Amethod Public Schools reports information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

The Organization also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is only used to the extent that internal accounting for multiple charter school or other program operations is necessary and is not used for external financial statement presentation.

AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2025

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

E. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as “net assets released from restrictions.” Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

F. In Lieu of Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the authorizing agency. In lieu of distributing funds out of property tax proceeds, the authorizing agency makes monthly payments to Amethod Public Schools. Revenues are recognized by the Organization when earned.

G. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management’s estimates.

H. Cash and Cash Equivalents

Amethod Public Schools considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

I. Investments

The Organization’s method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

**AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management’s judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Organization establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2025, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

K. Capital Assets

AMethod Public Schools has adopted a policy to capitalize asset purchases over \$5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Lease Arrangements

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*, a new lease standard effective no later than the fiscal year 2022-23. Under FASB ASC 842, a right-of-use asset and a related lease liability must be recorded on the statement of financial position (balance sheet) for proper recognition of any operating lease. A right-of-use asset is an intangible asset that pertains to the lessee’s right to occupy, operate, and hold a leased asset during the agreed rental period. A lease liability is the financial obligation for the payments required by the lease, discounted to present value.

N. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument’s level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

**AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Income Taxes

Amethod Public Schools is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Organization is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As an educational institution, the Organization is not required to register with the California Attorney General as a charity.

The Organization’s management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Organization’s information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents, as of June 30, 2025, consists of cash in banks of \$11,773,823. As of June 30, 2025, a portion of the Organization’s bank balance was exposed to custodial credit risk as there were deposits over \$250,000 in accounts held at one or more banks. Custodial credit risk is the risk that in the event of a bank failure, an organization’s deposits may not be returned to it. Amethod Public Schools does not currently have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2025, consists of the following:

Local control funding sources, state aid	\$ 2,990,509
Federal sources	1,145,959
Other state sources	1,962,222
In lieu property tax payments	1,183,563
Other local sources	263,190
Total Accounts Receivable	\$ 7,545,443

NOTE 4 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2025 consists of the following:

	Balance July 1, 2024	Additions	Disposals	Balance June 30, 2025
Property and equipment				
Leasehold improvements	\$ 11,692,294	\$ -	\$ 5,532,631	\$ 6,159,663
Land improvements	6,351,846	-	-	6,351,846
Buildings	1,961,079	-	-	1,961,079
Equipment	489,772	-	-	489,772
Total property and equipment	20,494,991	-	5,532,631	14,962,360
Less accumulated depreciation	(8,390,943)	(2,575,706)	(5,532,631)	(5,434,018)
Capital Assets, net	\$ 12,104,048	\$ (2,575,706)	\$ -	\$ 9,528,342

**AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 5 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2025, consists of the following:

Due to grantor government	\$ 1,852,762
Salaries and benefits	815,464
Vendor payables	712,971
Settlement payable	118,238
Authorizer oversight fees	113,654
Total Accounts Payable	<u>\$ 3,613,089</u>

NOTE 6 – DEFERRED REVENUE

Deferred revenue as of June 30, 2025, consists of unspent conditional contributions from the following sources. Revenue will be recognized in a future period when the conditions of the funding are substantially met.

Federal sources	\$ 118,101
State sources	173,049
Total Deferred Revenue	<u>\$ 291,150</u>

NOTE 7 – OPERATING LEASES

The Organization entered into lease agreements to occupy facility space located in Richmond and Oakland, California, and holds leases for use of equipment. The facilities are utilized for instructional services in order to meet the goals established by the Organization as well as a portion for administrative operations. The facility leases called for security deposits of \$120,000, which has been recorded as noncurrent assets on the statement of financial position. The lease agreements cover terms ending through April 2035.

During the fiscal year ended June 30, 2025, the Organization paid \$4,489,336 in lease payments under the operating leases. At June 30, 2025, the right-of-use assets were \$28,577,712, net of amortization, and the lease liabilities totalled \$35,850,084. The Organization has accounted for its lease agreements using an implied discount rate of 3.41%. The weighted average remaining lease term is 9.43 years and the weighted average discount rate is 3.43%. Future lease payment obligations are as follows:

Fiscal Year Ending June 30,	Operating Lease Liability	Right-of-Use Asset
2026	\$ 4,624,738	\$ 4,533,084
2027	3,895,720	3,728,196
2028	3,929,986	3,655,024
2029	3,781,093	3,419,854
2030	3,761,438	3,302,269
Thereafter	19,878,788	15,960,966
Total lease payments	<u>39,871,763</u>	<u>34,599,393</u>
NPV adjustment	(6,021,681)	(6,021,681)
Total	<u>\$ 33,850,082</u>	<u>\$ 28,577,712</u>

**AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 8 – LOAN PAYABLE

A summary of activity related to loan payable during the year ended June 30, 2025 consists of the following:

	Balance July 1, 2024	Draws	Payments	Balance June 30, 2025
Promissory note	\$ 7,133,005	\$ -	\$ 365,336	\$ 6,767,669
Total Loan Payable	\$ 7,133,005	\$ -	\$ 365,336	\$ 6,767,669

April 2022, the Organization entered into a loan agreement with Umpqua Bank for \$8,000,000. The loan holds an interest rate of 4.79% and matures in April 2027. The fiscal year ended June 30, 2025, the Organization made payments of \$748,702, which included \$365,336 of principal and \$383,366 of interest expense. As of June 30, 2025, the outstanding balance on the loan was \$6,767,669. Repayment obligations on the above referenced debt are as follows:

Fiscal Year Ending June 30,	
2026	\$ 748,702
2027	6,517,383
Total payments	7,266,085
Less interest	(498,416)
Total Loan Payable	\$ 6,767,669

NOTE 9 – NET ASSETS

As of June 30, 2025, the Organization did not hold any net assets with donor restrictions. Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Organization. At June 30, 2025, the Organization's net assets without donor restrictions consists of the following:

Net investment in capital assets	\$ 9,528,342
Undesignated	4,040,674
Total Net Assets without Donor Restrictions	\$ 13,569,016

NOTE 10 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Organization's financial assets as of June 30, 2025, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial Assets	
Cash and cash equivalents	\$ 11,773,823
Accounts receivable	7,545,443
Prepaid expenses	545,686
Contractual or donor-imposed restrictions	
Cash held for conditional contributions	(291,150)
Financial Assets available to meet cash needs for expenditures within one year	\$ 19,573,802

AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2025

NOTE 11 – EMPLOYEE RETIREMENT PLAN

In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Organization has not made such election but may choose to in a future period. Certificated employees can be members of the California State Teachers' Retirement System (CalSTRS), and non-certificated employees can be members of the California Public Employees' Retirement System (CalPERS).

As established by federal law, all public sector employees who are not members of their employer's existing retirement plan (CalSTRS or CalPERS) must be covered by social security or an alternative plan. The Organization offers both social security and a 401(k) employee funded plan. All employees are eligible to participate in the plans. A participant of the 401(k) plan may make an election to defer compensation and have it contributed to this plan. The Organization may make discretionary matching contribution equal to 100% of the participant's elective deferrals up to 3% of the participant's salary.

NOTE 12 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, Amethod Public Schools operates six (6) charter schools that are approved to operate as public charter schools through authorization by the listed authorizer. As such, the charter schools are subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

The Organization makes payments to the authorizing agencies to provide required services for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Total oversight fees amounted to \$261,038 for the fiscal year ending June 30, 2025.

Governmental Funds

Amethod Public Schools has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

Pending or Threatened Litigation

The Organization is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Organization as of June 30, 2025.

NOTE 13 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to Amethod Public Schools in an effort to advance its programs and objectives. These services have not been recorded in the Organization's financial statements because they do not meet the criteria required by generally accepted accounting principles. The Organization did not receive any donated items during the year ended June 30, 2025.

**AMETHOD PUBLIC SCHOOLS
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2025**

NOTE 14 – CHARTER SCHOOL CLOSURE

As mentioned in Note 1A, the Organization has closed Oakland Charter High School (Charter No. 0883) due to nonrenewal effective June 30, 2025. The Organization has informed the California Department of Education (CDE) and followed the charter school closure procedures. An accounting of all financial assets and liabilities as of the closure date is presented on the Statement of Financial Position by Charter in the supplementary information section. Because the Organization remains active and in existence following the school closure, all remaining net assets will remain with the Organization to further its exempt purpose.

NOTE 15 – SUBSEQUENT EVENTS

Amethod Public Schools has evaluated subsequent events for the period from June 30, 2025 through **January XX, 2025**, the date the financial statements were available to be issued. As mentioned at Notes 1A and 14, Oakland Charter High School (Charter No. 0883) will no longer be in operation after June 30, 2025. Additionally, Richmond Charter Academy (Charter No. 1441) transferred its charter authorization to the Contra Costa County Office of Education on July 1, 2025. Management did not identify any other transactions or events that require disclosure or that would have an impact on the financial statements.

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SUPPLEMENTARY INFORMATION

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**AMETHOD PUBLIC SCHOOLS
STATEMENT OF FINANCIAL POSITION BY CHARTER
JUNE 30, 2025**

Charter No.	0014	0883	1441	1660	1661	1741			
	Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy	RCE - Benito Juarez Elementary	Downtown Charter Academy	John Henry High School	Home Office	Eliminations	Total
ASSETS									
Current assets									
Cash and cash equivalents	\$ 4,410,342	\$ 11,720,399	\$ 1,526,969	\$ 4,500,407	\$ 4,629,445	\$ 3,235,585	\$ (18,249,324)	\$ -	\$ 11,773,823
Accounts receivable	1,335,656	1,257,614	1,158,682	1,752,418	1,108,374	932,699	-	-	7,545,443
Interagency receivables	-	-	-	-	-	-	9,171,264	(9,171,264)	-
Prepaid expenses	36,212	81,630	93,033	112,392	88,794	93,400	40,225	-	545,686
Total current assets	5,782,210	13,059,643	2,778,684	6,365,217	5,826,613	4,261,684	(9,037,835)	(9,171,264)	19,864,952
Noncurrent assets									
Deposits	-	-	25,000	-	45,000	50,000	-	-	120,000
Right-of-use assets	1,113,698	-	8,324,736	8,876,779	562,472	7,497,665	2,202,362	-	28,577,712
Capital assets, net	83,037	-	4,594,788	1,231,716	10,917	221,745	3,386,139	-	9,528,342
Total noncurrent assets	1,196,735	-	12,944,524	10,108,495	618,389	7,769,410	5,588,501	-	38,226,054
Total Assets	6,978,945	13,059,643	15,723,208	16,473,712	6,445,002	12,031,094	(3,449,334)	\$ (9,171,264)	58,091,006
LIABILITIES AND NET ASSETS									
Liabilities									
Accounts payable	\$ 275,567	\$ 1,611,475	\$ 347,244	\$ 286,207	\$ 548,504	\$ 270,435	\$ 273,657	\$ -	\$ 3,613,089
Interagency payables	175,561	773,578	4,938,284	2,097,210	541,434	645,197	-	(9,171,264)	-
Deferred revenue	132,859	-	56,119	8,820	46,553	46,799	-	-	291,150
Lease liabilities	1,195,023	-	9,411,043	10,962,354	587,369	9,236,876	2,457,417	-	33,850,082
Loan payable	-	-	-	-	-	-	6,767,669	-	6,767,669
Total liabilities	1,779,010	2,385,053	14,752,690	13,354,591	1,723,860	10,199,307	9,498,743	(9,171,264)	44,521,990
Net assets									
Without donor restrictions	5,199,935	10,674,590	970,518	3,119,121	4,721,142	1,831,787	(12,948,077)	-	13,569,016
Total net assets	5,199,935	10,674,590	970,518	3,119,121	4,721,142	1,831,787	(12,948,077)	-	13,569,016
Total Liabilities and Net Assets	\$ 6,978,945	\$ 13,059,643	\$ 15,723,208	\$ 16,473,712	\$ 6,445,002	\$ 12,031,094	\$ (3,449,334)	\$ (9,171,264)	\$ 58,091,006

**AMETHOD PUBLIC SCHOOLS
STATEMENT OF ACTIVITIES BY CHARTER
FOR THE YEAR ENDED JUNE 30, 2025**

Charter No.	0014	0883	1441	1660	1661	1741	Home		
	Oakland Charter Academy	Oakland Charter High School	Richmond Charter Academy	RCE - Benito Juarez Elementary	Downtown Charter Academy	John Henry High School	Office	Eliminations	Total
WITHOUT DONOR RESTRICTIONS									
SUPPORT AND REVENUES									
Federal and state support and revenues									
Local control funding formula, state aid	\$ 1,985,038	\$ 3,548,075	\$ 2,876,823	\$ 4,145,919	\$ 2,905,686	\$ 4,959,437	\$ -	\$ -	\$ 20,420,978
Federal revenues	237,460	532,600	430,550	488,893	243,742	(48,181)	-	-	1,885,064
Other state revenues	1,005,186	1,518,030	1,118,591	1,937,687	1,155,782	859,972	-	-	7,595,248
Total federal and state support and revenues	3,227,684	5,598,705	4,425,964	6,572,499	4,305,210	5,771,228	-	-	29,901,290
Local support and revenues									
Payments in lieu of property taxes	802,406	1,177,551	1,069,035	1,750,338	1,167,843	1	-	-	5,967,174
Management fees	-	-	-	-	-	-	3,466,206	(3,466,206)	-
Donations and fundraising	5,344	15,987	975	-	50	6,652	37,144	-	66,152
Other local revenues	113,994	76,248	1,534,476	146,560	265,572	101,752	48,256	(1,152,737)	1,134,121
Total local support and revenues	921,744	1,269,786	2,604,486	1,896,898	1,433,465	108,405	3,551,606	(4,618,943)	7,167,447
Total Support and Revenues	4,149,428	6,868,491	7,030,450	8,469,397	5,738,675	5,879,633	3,551,606	(4,618,943)	37,068,737
EXPENSES									
Program services	4,002,344	6,482,279	5,507,279	9,955,815	4,900,926	5,752,622	2,576,060	(1,152,737)	38,024,588
Supporting services									
Management and general	558,648	1,222,906	484,129	1,085,183	800,595	736,371	3,559,926	(3,466,206)	4,981,552
Fundraising	-	8,687	-	-	-	-	-	-	8,687
Total Expenses	4,560,992	7,713,872	5,991,408	11,040,998	5,701,521	6,488,993	6,135,986	(4,618,943)	43,014,827
CHANGE IN NET ASSETS	(411,564)	(845,381)	1,039,042	(2,571,601)	37,154	(609,360)	(2,584,380)	-	(5,946,090)
Net Assets - Beginning	5,611,499	11,519,971	(68,524)	5,690,722	4,683,988	2,441,147	(10,363,697)	-	19,515,106
Net Assets - Ending	\$ 5,199,935	\$ 10,674,590	\$ 970,518	\$ 3,119,121	\$ 4,721,142	\$ 1,831,787	\$ (12,948,077)	\$ -	\$ 13,569,016

**AMETHOD PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2025**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Organization and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Organization has not elected to use the de minimis indirect cost rate of up to 15 percent.

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 663,077
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	64,024
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:			
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425	15620	53,316
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425	15621	220,822
Subtotal Education Stabilization Fund Discretionary Grants			<u>274,138</u>
Special Education: ARP IDEA Part B, Sec 611, Local Assistance Entitlement	84.027	15638	308,928
Total U. S. Department of Education			<u>1,310,167</u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Child Nutrition Cluster			
National School Lunch Program	10.555	13391	503,229
Supply Chain Assistance (SCA)	10.555	15655	5,764
Subtotal Child Nutrition Cluster			<u>508,993</u>
Total U. S. Department of Agriculture			<u>508,993</u>
Total Federal Expenditures			<u>\$ 1,819,160</u>

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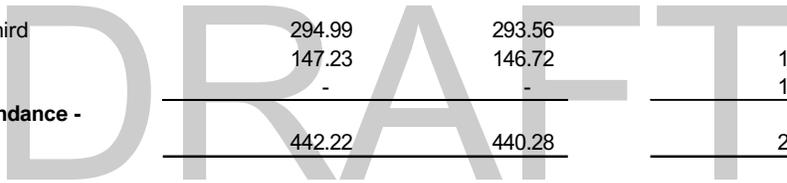
The following schedule provides a reconciliation between revenues reported on the statement of activities and the related expenditures reported on the schedule of expenditures of federal awards. The reconciling amounts represent federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2025 or federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2025.

	AL Number	Amount
Total Federal Revenues reported in the Statement of Activities		\$ 1,885,064
ESF: ESSER II Fund	84.425	<u>(65,904)</u>
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		<u>\$ 1,819,160</u>

**AMETHOD PUBLIC SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2025**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

	Second Period Report Annual Report		Second Period Report Annual Report	
	Oakland Charter Academy (#0014)		Richmond Charter Academy (#1441)	
	Classroom-Based		Classroom-Based	
Grade Span				
Regular				
Fourth through sixth	70.94	70.33	91.46	90.54
Seventh through eighth	133.22	132.39	178.63	177.21
Total Average Daily Attendance - Classroom-Based	204.16	202.72	270.09	267.75
Total Average Daily Attendance	204.16	202.72	270.09	267.75
	RCE - Benito Juarez Elementary (#1660)		Downtown Charter Academy (#1661)	
	Classroom-Based		Classroom-Based	
Grade Span				
Regular				
Kindergarten* through third	294.99	293.56	-	-
Fourth through sixth	147.23	146.72	106.94	106.91
Seventh through eighth	-	-	190.20	189.11
Total Average Daily Attendance - Classroom-Based	442.22	440.28	297.14	296.02
Total Average Daily Attendance	442.22	440.28	297.14	296.02
	Oakland Charter High School (#0883)		John Henry High School (#1741)	
	Classroom-Based		Classroom-Based	
Grade Span				
Regular				
Ninth through twelfth	299.61	297.75	311.85	309.03
Total Average Daily Attendance - Classroom-Based	299.61	297.75	311.85	309.03
Total Average Daily Attendance	299.61	297.75	311.85	309.03



*Includes Transitional Kindergarten (TK)

None of the charter schools above reported Nonclassroom-Based ADA in 2024-25

**AMETHOD PUBLIC SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2025**

This schedule presents information on the amount of instructional time offered per grade level by charter school and whether the charter school complied with the provisions of *Education Code Section 47612.5*.

Charter School Grade Level	Minutes Requirement	2024-25 Instructional Minutes	2024-25 Number of Days	Status
Oakland Charter Academy (Charter No. 0014)				
Grade 6	54,000	66,420	180	Complied
Grade 7	54,000	66,420	180	Complied
Grade 8	54,000	66,420	180	Complied
Oakland Charter High School (Charter No. 0883)				
Grade 9	64,800	67,740	180	Complied
Grade 10	64,800	67,740	180	Complied
Grade 11	64,800	67,740	180	Complied
Grade 12	64,800	67,740	180	Complied
Richmond Charter Academy (Charter No. 1441)				
Grade 6	54,000	65,620	180	Complied
Grade 7	54,000	65,620	180	Complied
Grade 8	54,000	65,620	180	Complied
Richmond Charter Elementary - Benito Juarez Elementary (Charter No. 1660)				
Kindergarten*	36,000	43,860	180	Complied
Grade 1	50,400	55,920	180	Complied
Grade 2	50,400	61,320	180	Complied
Grade 3	50,400	61,320	180	Complied
Grade 4	54,000	61,320	180	Complied
Grade 5	54,000	61,320	180	Complied
Downtown Charter Academy (Charter No. 1661)				
Grade 6	54,000	64,536	180	Complied
Grade 7	54,000	64,536	180	Complied
Grade 8	54,000	64,536	180	Complied
John Henry High School (Charter No. 1741)				
Grade 9	64,800	67,740	180	Complied
Grade 10	64,800	67,740	180	Complied
Grade 11	64,800	67,740	180	Complied
Grade 12	64,800	67,740	180	Complied

*Includes Transitional Kindergarten (TK)

**AMETHOD PUBLIC SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS
JUNE 30, 2025**

This schedule provides the information necessary to reconcile fund balance/net position reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets on the audited financial statements.

Charter No.	0014 Oakland Charter Academy	0883 Oakland Charter High School	1441 Richmond Charter Academy	1660 RCE - Benito Juarez Elementary	1661 Downtown Charter Academy	1741 John Henry High School
June 30, 2025, fund balance/net position on Unaudited Actuals	\$ 5,369,466	\$ 10,520,645	\$ 513,924	\$ 3,295,326	\$ 4,694,749	\$ 1,848,016
Adjustments:						
Increase (decrease) in total net assets:						
Client closing adjustments to:						
Cash and cash equivalents	(525,838)	(1,277,591)	(406,332)	(1,013,200)	(714,191)	(668,909)
Accounts receivable	(308,336)	1,014,135	(1,145,028)	(274,300)	38,073	(33,225)
Prepaid expenses	-	(1,477)	-	-	-	(1,094)
Right-of-use assets	(324,265)	(728,797)	(704,276)	(734,801)	(516,929)	(623,963)
Capital assets, net of accumulated depreciation	(388)	(15,346)	103,293	(1,178,139)	(2)	(221,238)
Accounts payable	709,728	1,349,202	1,997,698	2,276,842	725,260	962,953
Deferred revenue	(35,546)	(948,214)	(32,241)	-	(35,181)	(45,844)
Lease liabilities	315,114	762,033	643,480	747,393	529,363	615,091
Net adjustments	(169,531)	153,945	456,594	(176,205)	26,393	(16,229)
June 30, 2025, net assets per audited financial statements	\$ 5,199,935	\$ 10,674,590	\$ 970,518	\$ 3,119,121	\$ 4,721,142	\$ 1,831,787

OTHER INFORMATION

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**AMETHOD PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2025**

This schedule provides information about the local education agency (LEA or charter school), including the charter schools’ authorizing agency, grades served, members of the governing body, and members of the administration.

Amethod Public Schools was formed as a nonprofit public benefit corporation in August 1993. During the year ended June 30, 2025, Amethod Public Schools operated six (6) public charter schools and a home office for charter management. Information on each of the charter schools is as follows:

Charter No.	Charter School Name	Grades Served	Petition End Date	Authorizer
0014	Oakland Charter Academy	6 - 8	6/30/2026	Oakland Unified
0883	Oakland Charter High School	9 - 12	6/30/2025	Oakland Unified
1441	Richmond Charter Academy	6 - 8	6/30/2025	West Contra Costa Unified
1660	Richmond Charter Elementary - Benito Juarez Elementary	TK/K - 5	6/30/2027	West Contra Costa Unified
1661	Downtown Charter Academy	6 - 8	6/30/2027	Oakland Unified
1741	John Henry High School	9 - 12	6/30/2028	State Board of Education

The board of directors and administration for the Organization is as follows:

BOARD OF DIRECTORS

Name	Office	Term Expiration
Rodolfo Ornelas	Chair	April 2029
Margie DiGiorgio	Vice Chair	May 2029
Peter H. Hanley	Member	March 2029
Jorge Lerma	Member	February 2029
Davis Leung	Member	May 2029
Elizabeth Martinez	Member	June 2029

ADMINISTRATION

Adrienne Barnes
Chief Operating Officer & Acting Chief Executive Officer

Maria Arechiga
Chief of Strategy & Compliance Officer

OTHER INDEPENDENT AUDITORS' REPORTS

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Independent Auditors' Report

To the Board of Directors of
Amethod Public Schools
Richmond, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Amethod Public Schools (the "Organization") as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements and have issued our report thereon dated **January XX, 2025**.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

San Diego, California
January XX, 2025

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REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Directors of
Amethod Public Schools
Richmond, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Amethod Public Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Amethod Public Schools' major federal programs for the year ended June 30, 2025. Amethod Public Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Amethod Public Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Amethod Public Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of Amethod Public Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Amethod Public Schools' federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Amethod Public Schools' compliance based on our audit.

Auditor's Responsibilities for the Audit of Compliance (continued)

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about Amethod Public Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Amethod Public Schools' compliance with the compliance requirements referred to above and performing such procedures as we consider necessary in the circumstances.
- Obtain an understanding of Amethod Public Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances, and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Amethod Public Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

To the Board of Directors of
Amethod Public Schools
Richmond, California

Report on State Compliance

Opinion on State Compliance

We have audited Amethod Public Schools' compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to Amethod Public Schools' state program requirements for the fiscal year ended June 30, 2025. Reference to Amethod Public Schools within this letter is inclusive of the six (6) public charter schools listed on the cover page, within Note 1A and on the Local Education Agency Organization Structure page.

In our opinion, Amethod Public Schools complied, in all material respects, with the laws and regulations of the applicable state programs for the year ended June 30, 2025, as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of Amethod Public Schools and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of Amethod Public Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Amethod Public Schools' state programs.

Auditor's Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Amethod Public Schools' compliance based on our audit.

Auditor’s Responsibilities for the Audit for State Compliance (continued)

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about Amethod Public Schools' compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Amethod Public Schools' compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Amethod Public Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Amethod Public Schools' internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine Amethod Public Schools' compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes (1)
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
Expanded Learning Opportunities Program	Yes (2)
Transitional Kindergarten	Yes (3)
Kindergarten Continuance	Yes (3)
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

- (1) *The After/Before School Education and Safety program was not applicable to Charters No. 0883 and 1741.*
- (2) *The Expanded Learning Opportunities Program (ELOP) was not applicable to Charters No. 0883 and 1741.*
- (3) *Transitional Kindergarten (TK) and Kindergarten Continuance was only applicable to Charter No. 1660.*

“Not applicable” is used in the table above to indicate that the charter schools either did not receive program funding or did not otherwise operate the program during the fiscal year.

Auditor's Responsibilities for the Audit for State Compliance (continued)

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

DRAFT

San Diego, California
January XX, 2025

FINDINGS AND QUESTIONED COSTS SECTION

DRAFT

**AMETHOD PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2025**

PART I – SUMMARY OF AUDITORS’ RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>

Identification of major programs:

AL Number(s)	Name of Federal Program or Cluster
84.010	Title I, Part A
84.425	Education Stabilization Fund (ESF) Discretionary Grants

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

State Awards

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with <i>2024-25 Guide for Annual Audits of California K-12 Local Education Agencies?</i>	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**AMETHOD PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2025**

All audit year findings, if any, are assigned an appropriate finding code as follows:

FIVE DIGIT CODE	AB 3627 FINDING TYPE
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

PART II – FINANCIAL STATEMENT FINDINGS

There were no audit findings related to the financial statements for the year ended June 30, 2025.

PART III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to federal awards for the year ended June 30, 2025.

PART IV – STATE AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2025.

DRAFT

AMETHOD PUBLIC SCHOOLS SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2025

This section presents the status of actions taken by the Organization on each of the findings and recommendations reported in the prior year audit. There was one audit finding reported in the year ended June 30, 2024. A summary of the prior audit finding and its current status is noted below:

FINDING 2024-001: FINANCIAL STATEMENT REPORTING (30000) – Material Weaknesses

Criteria: Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted accounting principles, which includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement.

Condition: The Organization did not have adequate accounting controls in place to ensure for timely closing of the financial records for the 2023-24 fiscal year. The financial statements required numerous audit adjustments, which entailed timely reconciliation of all balance sheet accounts. Double-entry accounting by location/charter school was not utilized and required audit adjustments to balance by site.

Cause: Turnover in management and accounting personnel.

Effect: Numerous closing/audit adjustments were necessary.

Repeat Finding: This is a repeat finding. Refer to Finding 2023-001 in the 2022-23 audit report.

Recommendation: We recommend that management employ or contract with accounting personnel experienced in charter school accounting to ensure that the financial records are properly reconciled on a timely basis. Additionally, management should obtain and review all lease agreements and either work with a consultant or software specific to proper implementation of the lease standard.

Corrective Action Plan: Management consulted with a professional services consultant to assist in the accounting recordkeeping and reconciliation of accounts. As of May 1, 2024, the Organization entered into a contract with Charter Impact, a business services management company. Charter Impact is supporting the Organization with the financial and budget reporting, bank reconciliations and payroll, as well as other business services to improve internal controls as of June 2024. The management team expanded to include both a COO and a Senior Director of Finance & Administration, in order to have a strong background and training in finance. Furthermore, the Organization's Board of Directors and the Organization's Board of Directors Finance Committee will have regular meetings with the COO and CEO to provide oversight of financial reporting operations.

Current Status: Implemented.

Coversheet

Review and Consideration of Approval of Referral Protocol Policy

Section: IV. Business I
Item: J. Review and Consideration of Approval of Referral Protocol Policy
Purpose: Vote
Submitted by: Mary Busby
Related Material:
Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy SB 153.pdf

BACKGROUND:

Senate Bill 153 (2024), and it applies to all LEAs serving any of grades 7-12, including charter schools. Each school's board must adopt a policy on referral protocols for addressing pupil behavioral health concerns at a regularly scheduled meeting before January 31, 2026.

RECOMMENDATION:

Staff recommends approval.



HONOR HARD WORK

Board Policy Number: 5402

Adopted: January 27, 2026 (Pending Approval)

Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy (Grades 7 -12) *(Education Code Section 49428.2)*

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The Senior Director of Student Services, who oversees the mental and behavioral health needs of students, is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Foster Youth Liaison, Homeless Liaison, and Schoolsite administrators.

Network leadership may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Student Privacy

Amethod Public Schools recognizes and agrees to abide by the variety of federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], *EC* Section 49073, et seq., etc.) with which Amethod Public Schools must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

Referral Protocols and Procedures

AMPS

HONOR HARD WORK

The Governing Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

Needs Assessment

- The Chief Executive Officer (CEO) or designee shall conduct an annual needs assessment to:
 - Identify behavioral health trends;
 - Review available resources; and
 - Detect service gaps within the school community.
- Each school site shall review referral volume, response times, and outcomes on a quarterly basis and shall submit findings to the Amethod Public Schools network office for continuous improvement.

Capacity Building

- Amethod Public Schools shall:
 - Provide professional development on referral pathways and staff roles;
 - Clarify responsibilities among certificated and classified staff; and
 - Maintain partnerships with school-linked behavioral health professionals and community providers

Planning

- The CEO or designee shall:
 - Define referral pathways for crisis and non-crisis concerns;
 - Establish goals and assign responsible roles for each step in the referral process; and
 - Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

- Amethod Public Schools shall establish step-by-step procedures to:
 - Initiate referrals;
 - Document concerns;
 - Notify parents/guardians consistent with law;
 - Triage level of need;
 - Link pupils to appropriate services; and
 - Schedule follow-up checks.

Evaluation and Continuous Improvement

AMPS

HONOR HARD WORK

- Amethod Public Schools shall conduct an annual evaluation of referral protocols that includes:
 - Data collection and analysis;
 - Input from staff, families, and community stakeholders; and
 - Targeted improvements based on results.
- Evaluation monitors outcomes such as:
 - Median time to first contact;
 - Percentage of follow-ups completed within ten school days;
 - Referral closure rates; and
 - Results for the pupil groups identified in *EC* Section 49428.2(b)(3).
- A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training (*EC* Section 49428.2(b)(4), (c)-(e))

Amethod Public Schools shall ensure that teachers of pupils in grades 7–12 receive training on pupil behavioral health. Training materials approved by AMPS shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community; and
- When and how to refer pupils and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

Subject to *EC* Section 49428.2(d), Amethod Public Schools shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with *EC* Section 49428.2(c)(1)–(5). (Please note: AMPS may meet the requirements of *EC* Section 49428.2(c) through an alternative approach by adopting a policy that describes how this approach is consistent with the goals specified in *EC* Section 49428.2(c) but better meets the needs of pupils.)



HONOR HARD WORK

Authorization and Scope of Practice (*EC* Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, Amethod Public Schools shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credentials or license.
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with *EC* sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Coversheet

Review and Consideration of Approval of 2026-27 Academic Calendar

Section: IV. Business I
Item: K. Review and Consideration of Approval of 2026-27 Academic Calendar
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: AMPS_2026-2027_Calendar_Board Approved_2026.01.27.pdf

BACKGROUND:

Staff has worked to draft the 26-27 Academic Calendar using the current 25-26 calendar as a starting point and referencing the district of residence calendar for alignment where possible.

RECOMMENDATION:

Staff recommends approval.



AUGUST 2026							SEPTEMBER 2026							OCTOBER 2026							NOVEMBER 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	30	31	1	2	3	4	5					1	3	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					

DECEMBER 2026							JANUARY 2027							FEBRUARY 2027							MARCH 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	31	1	2	3	4	5	6		1	2	3	4	5	6	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	31	28							28	29	30	31			

APRIL 2027							MAY 2027							JUNE 2027							JULY 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	2	3	4	5	6	7	8			1	2	3	4	5					1	2	3
4	5	6	7	8	9	10	9	10	11	12	13	14	15	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	16	17	18	19	20	21	22	13	14	15	16	17	18	19	11	12	13	14	15	16	17
18	19	20	21	22	23	24	23	24	25	26	27	28	29	21	22	23	24	25	26	18	19	20	21	22	23	24	
25	26	27	28	29	30		30	31					30	27	28	29	30			25	26	27	28	29	30	31	

August (10)
8/18 First Day of School

September (21)
9/7 Labor Day (No school)

October (20)
10/12 Indigenous People Day (No School)
10/16 End of 1st Quarter
10/23 Teacher PD Day (No School)

November (15)
11/11 Veterans Day (No School)
11/23-27 Fall Break (No School)

December (14)
12/21-31 Winter Recess (No school)

January (18)
1/1 Winter Recess (No school)
1/4 Teacher PD Day (No School)
1/18 MLK Day (No School)
1/22 End of 2nd Quarter/ Semester 1

February (15)
2/15-19 February Break (No School)
2/16 Teacher PD Day (No School)

March (19)
3/19 End of 3rd Quarter
3/26 Teacher PD Day (No School)
3/29-31 Spring Break (No School)

April (20)
4/1-2 Spring Break (No School)

May (20)
5/31 Memorial Day (No School)

June (8)
6/10 Last Day of School
6/14-30 Summer School
6/18 Juneteenth (obs.) (No Summer School)

July
7/5-7/9 Fourth of July

	First & Last Day of School, Primer/Último Día de Clases
	No School, No Hay Clases
	No School (Teacher PD Day), No Hay Clases
	End of Quarter/ Semester, Fin de Trimestre/ Semestre

180 School Days

Coversheet

Review and Consideration of Approval of Engagement Letter with Fisher Phillips

Section: IV. Business I
Item: L. Review and Consideration of Approval of Engagement Letter with Fisher Phillips
Purpose: Vote
Submitted by: Adrienne Barnes

BACKGROUND:

Amethod Public Schools proposes to retain Fisher & Phillips LLP as insurance defense counsel for designated employment litigation matters. The engagement will be administered through Sedgwick Claims Management Services, Inc., including coordination and consultation regarding potential resolution consistent with the applicable claims arrangement. Amethod is responsible for the \$50,000 deductible/self insured retention (SIR) per case and will be billed directly until the deductible/SIR is satisfied. Services will be billed at negotiated hourly rates (\$280 partner / \$235 associate / \$110 paralegal) plus routine litigation expenses (e.g., copying, mileage, third-party vendor costs, and ESI-related costs, if applicable).

RECOMMENDATION:

Staff recommends approval

Coversheet

Review and Consideration of Approval of Oakland Charter High School Closure Plan

Section: IV. Business I
Item: M. Review and Consideration of Approval of Oakland Charter High School Closure Plan
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: OCHS Closure Plan.pdf

BACKGROUND:

Staff presents the OCHS Closure Plan for board approval, subject to requirements for the Oakland Unified School District's charter closure requirements.

RECOMMENDATION:

Staff recommends approval



Closure Plan for Oakland Charter High School

Background:

Oakland Charter High School (OCHS), a charter school operated by Amethod Public Schools (AMPS), ceased educational operations on June 30, 2025, due to non-renewal by its authorizer, the Oakland Unified School District. Due to an appeal process, non-educational operations continued through December 31, 2025, and the Closure Date agreed to with the Oakland Unified School District was January 8, 2026.

Charter School Closure Appointee:

- The AMPS Board appointed Kelly Le Crosby as its Closure Designee, at its regularly scheduled board meeting on December 15, 2025.

Communication and Documentation:

- Students and Families were notified of the closure prior to June 30, 2025, and all students either graduated or were assisted by AMPS staff to find a new school.
- Staff were offered positions with other AMPS schools, and transferred as appropriate by June 30, 2025.
- All student records were stored on AMPS property following the AMPS record retention policy or transferred to the receiving school as requested.

Finance and Assets:

- The assets and liabilities of OCHS are maintained by AMPS.
- Unused restricted funds are returned to the sender.
- Physical assets were detailed in the Asset Relocation schedule, approved by the AMPS Board at its regularly scheduled board meeting on December 15, 2025.
- Physical assets were disbursed amongst remaining AMPS sites by December 31, 2025.

Final Actions:

Any final actions of the Closure Plan, or in partnership in closing OCHS with the Oakland Unified School District, are the responsibility of Amethod Public Schools, and will be conducted by its staff accordingly.



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Coversheet

Review and Consideration of Approval of Lease Amendment for Downtown Charter Academy

Section: IV. Business I
Item: N. Review and Consideration of Approval of Lease Amendment for
Downtown Charter Academy
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: DCA Lease Extension.pdf

BACKGROUND:

The current lease for DCA expires on 6/30/2026, prior to the end of the charter term. This amendment allows for a 6 year extension, with two additional 1 year extensions, up to a term of 8 years.

RECOMMENDATION:

Staff recommends approval.

Second Amendment to Lease Agreement
(2101 Livingston Street)

THIS SECOND AMENDMENT TO LEASE AGREEMENT (the "Second Amendment") dated January _____, 2026, is between The Conley Family Limited Partnership, a California limited partnership ("Landlord"), and Amethod Public Schools, a California non-profit corporation ("Tenant").

RECITALS

A. Landlord and Tenant entered into that certain Lease Agreement dated as of May 18, 2017, as amended by that certain Amendment to Lease Agreement dated November 30, 2021 (collectively, the "Lease"), pursuant to which Landlord leased to Tenant and Tenant leased the Premises, as defined in the Lease, from Landlord, all as more particularly described in the Lease.

B. Tenant and Landlord desire to modify certain terms of the Lease upon the terms and conditions outlined in this Amendment.

AGREEMENT

NOW, THEREFORE, for and in consideration of the facts mentioned above, the mutual promises set forth below and other good and valuable consideration, the sufficiency and receipt of which is hereby acknowledged, the parties agree as follows:

1. Capitalized Terms. All capitalized terms used in this Second Amendment which are not defined herein shall have the meanings for such terms which are set forth in the Lease.

2. Term. The parties hereby agree to extend the Term of the Lease for an additional six (6) years, such that the Term shall now expire on July 31, 2032. In addition, the parties hereby agree that Tenant shall have two (2) additional options to extend the Term for one (1) year each (each, an Option Term, as defined in Article II of the Lease), which shall be exercised on the same terms and conditions set forth in such Article II of the Lease.

3. Rent. The following is hereby added at the end of Section 3.02 of the Lease to set forth the Monthly Rent through the end of the Term:

August 1, 2026 – July 31, 2027	\$78,830.00 per month
August 1, 2027 – July 31, 2028	\$81,195.00 per month
August 1, 2028 – July 31, 2029	\$83,630.00 per month
August 1, 2029 – July 31, 2030	\$86,140.00 per month
August 1, 2030 – July 31, 2031	\$88,725.00 per month
August 1, 2031 – July 31, 2032	\$91,385.00 per month

4. Regulatory Termination. The following is hereby added as a new paragraph at the end of Article II (Term) of the Lease:

Notwithstanding anything to the contrary in the Lease, should Tenant's charter fail to be renewed by its authorizing entity, Oakland Unified School District, on or before June 30, 2027, Tenant shall have the right to terminate this Lease upon written notice to Landlord. Such termination shall be effective on December 31, 2027. Upon such termination, Tenant shall pay to Landlord any accrued Monthly Rent, Additional Rent and any other charges due through the termination date. Upon payment of such amounts, neither party shall have any further obligations under the Lease arising from or related to the terminated term, except for those provisions which are expressly stated to survive the termination of the Lease.

5. Brokerage. Tenant and Landlord each represents that it has had no dealing with any real estate brokers or agents in connection with this Second Amendment. Tenant and Landlord shall indemnify and hold harmless the other from any and all claims that may be made by any broker or agent claiming to be the agent of or representing Tenant or Landlord, as applicable, in connection with this Second Amendment.

6. No Further Modifications. Except as otherwise set forth in this Second Amendment, the terms and conditions of the Lease remain unchanged and in full force and effect.

7. Counterparts. This Second Amendment may be executed in counterparts, each of which shall be deemed an original, and all of which when executed and delivered shall together constitute one and the same instrument.

8. Authority. Each party represents that the person executing this Second Amendment for such party is acting on behalf of such party and is duly authorized to execute this Amendment for such party.

9. Entire Agreement. This Second Amendment constitutes the entire and complete agreement of the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous agreements, statements, promises, understandings, arrangements, and commitments.

IN WITNESS WHEREOF, the parties hereto have executed this Second Amendment.

LANDLORD:

TENANT:

The Conley Family Limited Partnership,
a California limited partnership

Amethod Public Schools,
a California non-profit corporation

By: Conley Operations LLC,
a California limited liability company

By: _____

Name: _____

By: _____

Its: _____

Name: Kathleen Conley Dalton

Its: Manager

Its: General Partner

Coversheet

CEO Report

Section: IV. Business I
Item: O. CEO Report
Purpose: FYI
Submitted by:
Related Material: CEO Report 1.27.2026.pdf

AMPS Leadership Presentation

CEO Update

January 27, 2026

AMPS



HONOR HARD WORK

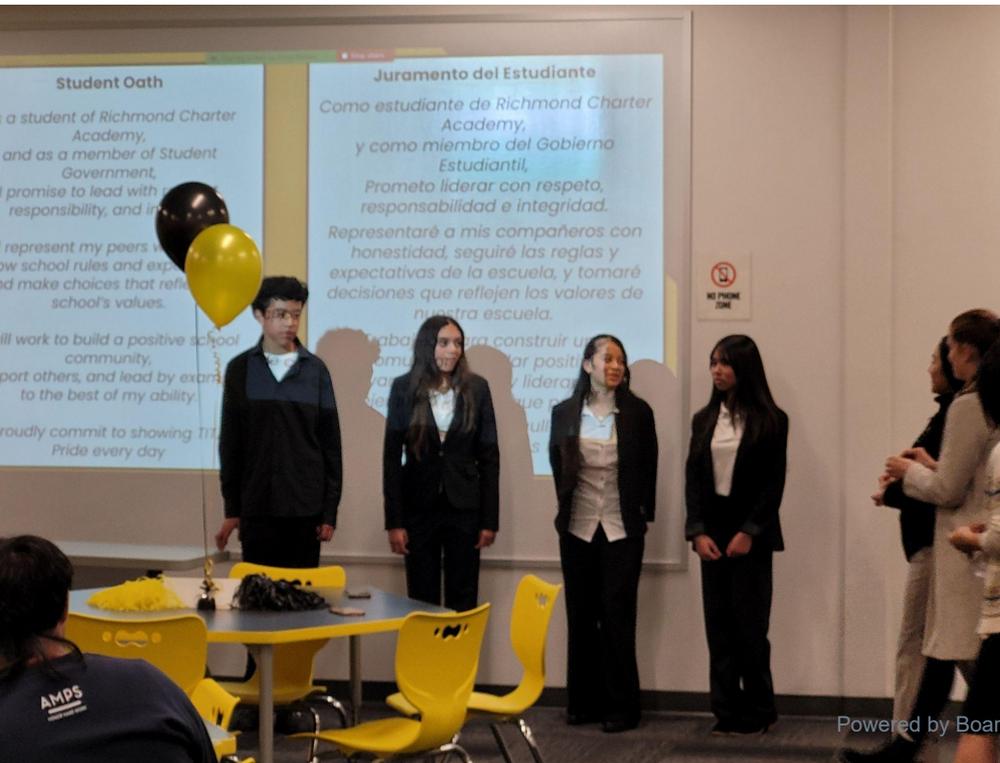
Renewal/Material Revision Updates

- Charter Renewals for DCA & BJE are up next year (currently approved through 6/30/2027)
- DCA Material Revision
 - Initial hearing 1/26
 - Decision hearing ~2/25

Enrollment/ADA Updates

School	Enrollment	ADA	Budgeted ADA
BJE	460	436.03	437.10
DCA	317	310.95	304.00
JHHS	328	303.91	308.76
OCA	196	180.46	186.00
RCA	293	275.27	274.35

RCA SGA Pinning Ceremony



AMPS

HONOR HARD WORK

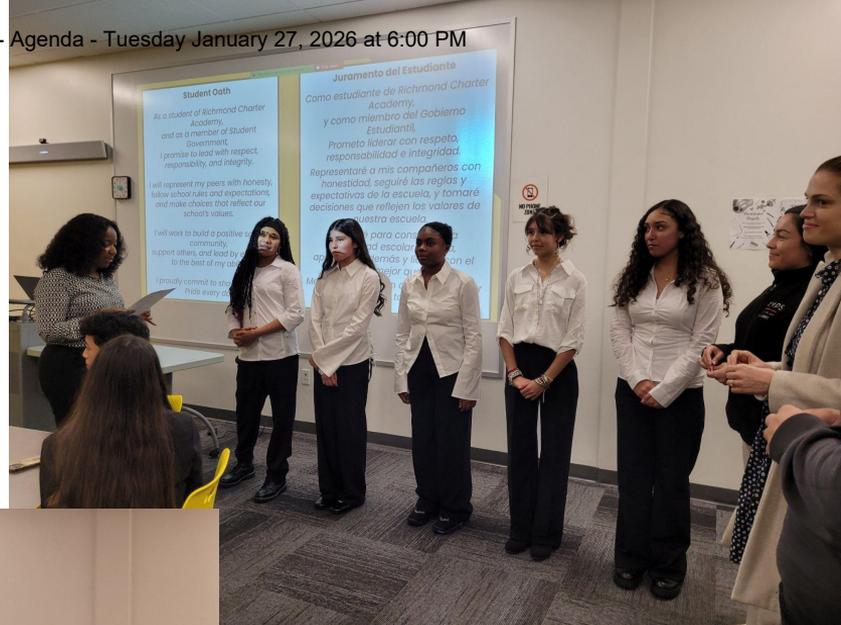
RCA SGA Pinning Ceremony



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HONOR HARD WORK

RCA SGA Pinning Ceremony



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