

**West Contra Costa School District**  
**Staff Report for the Richmond Charter Academy Charter Renewal**  
**Petition**

Kim Moses, Interim Superintendent  
Leslie Reckler, Board President  
Guadalupe Enllana, Clerk of the Board  
Demetrio Gonzalez Hoy, Board Clerk  
Jamella Smith-Folds, Board Member  
Cinthia Hernandez, Board Member

**Charter School Overview**

<b>School Name</b>	Richmond Charter Academy
<b>Charter Management Organization</b>	Amethod Public Schools
<b>Grades Served</b>	6 - 8
<b>Enrollment last five years</b>	431, 403, 364, 330, 317
<b>School Location</b>	1450 Marina Way, Richmond, California
<b>State Number of Charter School</b>	#1441
<b>CDS code</b>	07 61796 0126805

**Report published: 04/15/2025**

Summary of Findings	4
Staff Recommendation:	4
<b>Evaluation Method</b>	<b>5</b>
STANDARD FOR REVIEW OF CHARTER RENEWAL PETITIONS:	5
PERMISSIBLE BASES TO DENY REGARDLESS OF PERFORMANCE CATEGORY:	5
STANDARDS ACCORDING TO PERFORMANCE CATEGORY:	6
MIDDLE PERFORMING CHARTER SCHOOL	6
REVIEW OF UPDATES	6
REVIEW OF ACADEMIC PERFORMANCE	7
<b>PROCESS STEPS</b>	<b>8</b>
<b>Charter Renewal Site Visit</b>	<b>9</b>
Site Review Evaluation Method	9
<b>RENEWAL CRITERIA I:</b>	<b>12</b>
1. SCHOOL PERFORMANCE: CALIFORNIA DASHBOARD	12
2. SCHOOL ACADEMIC PERFORMANCE: CAASPP RESULTS	13
a. STUDENT GROUP PERFORMANCE: CAASPP	13
b. ENGLISH LEARNER PERFORMANCE: ELPAC	14
3. VERIFIED DATA	15
<b>RENEWAL CRITERIA II:</b>	<b>17</b>
1. ENROLLMENT	17
2. FINANCE	18
a. FINANCIAL REVIEW	18
b. FINANCIAL REVIEW FINDINGS	19
c. KEY FINANCIAL INDICATORS	19
3. STAFFING AND TEACHER CREDENTIALING	21
<b>RENEWAL CRITERIA III:</b>	<b>23</b>
<b>RENEWAL CRITERIA IV:</b>	<b>24</b>
<b>OTHER RENEWAL CRITERIA:</b>	<b>27</b>
NOTICES TO CURE AND CORRECT PER 47607(e)	28
1. NOTICE TO CURE AND CORRECT	28
2. AMETHOD PUBLIC SCHOOL'S RESPONSE TO THE NOTICE TO CURE AND CORRECT	28
a. Documentation clearly describing the conditions leading to the unrestricted negative fund balance	29
b. Intervention plan that reduces expenditures and provides adequate reserves	29
c. Provide ongoing timely and complete responses to District inquiries	29
d. Compliance with all statutory deadlines for submission of RCA financial reports	29
<b>3. DISTRICT ASSESSMENT OF AMETHOD PUBLIC SCHOOL'S RESPONSES TO THE NOTICE TO CURE AND CORRECT:</b>	<b>29</b>
<b>EXHIBITS</b>	<b>32</b>
EXHIBIT A. NOTICE TO CURE AND CORRECT – 3/13/25	33

EXHIBIT B. RESPONSE TO THE WCCUSD NOTICE TO CURE AND CORRECT	38
EXHIBIT C. RCA RESPONSE TO WCCUSD LETTER TO CURE (APPENDIX D)	46
EXHIBIT D. COUNTY OFFICE NOTICE OF CONCERN– 2/21/2023	51
EXHIBIT E. AMPS RESPONSE TO CCCOE NOTICE OF CONCERN – 3/14/2023	53
EXHIBIT F. AMETHOD RCA MULTI-YEAR PROJECTION 3/15/2023	54
EXHIBIT G. SCHOOL ANNUAL AND RENEWAL SITE VISIT REPORT	62
School Overview	62
Summary of Findings	62
Evaluation Method	63
Academic Performance:	65
Review of Fiscal and Governance:	66
Enrollment Demographics	66
Financial Condition:	67
Governance:	68
Additional Notes:	70
EXHIBIT H. CTA COMPLAINT ADDRESSED TO AMETHOD PUBLIC SCHOOLS	71
EXHIBIT I. RESPONSE TO COMPLAINT FROM CTA	74
EXHIBIT J. WCCUSD SCHOOL QUALITY ASSESSMENT RUBRIC	78

## Summary of Findings

This section summarizes materials reviews, school site visit, and Charter Renewal Petition submission review.

Strengths	Opportunities
<p><b>Safe Environment:</b> Students and parents generally agree that the school provides a safe environment. Parents and students like the small school size.</p> <p><b>Instructional Resources:</b> Classrooms are organized, and the school has up-to-date curriculum and classroom management tools.</p> <p><b>Social-Emotional Support:</b> There appears to be a coordinated effort to support students' social and emotional needs.</p> <p><b>Professional Development:</b> The school has established professional development practices, with dedicated time for teachers to collaborate and improve.</p>	<p><b>Unified Vision and Coordination:</b> There is a perceived lack of a unified vision and coordination of work towards common organizational goals.</p> <p><b>Strategic Planning:</b> The school's direction and strategic planning need further development.</p> <p><b>Systems and Processes:</b> There are systemic issues and concerns about the effectiveness of certain systems and processes.</p> <p><b>Timeliness and Reporting:</b> The school has a history of being late with important documents and reports, which strains relationships.</p> <p><b>Financial Issues:</b> RCA continues to have financial reporting and preparation issues as noted in 2023 and 2024.</p> <p><b>Teacher Credentialing:</b> There has been a shift from fully credentialed teachers to teachers with little to no experience and substantial position vacancies</p>

### Staff Recommendation:

Upon completion of the review of Charter Renewal Petition, associated supplemental documents, WCCUSD department reviews, and site visit to AMPS RCA the Charter Oversight office recommends denial of the Amethod Public Schools Richmond Charter Academy Charter Renewal Petition. This recommendation is based upon financial concerns at Richmond Charter Academy as reviewed below.

## Evaluation Method

### **STANDARD FOR REVIEW OF CHARTER RENEWAL PETITIONS:**

Charter renewals are governed by the standards and criteria described in Section 47605 of the Education Code (Ed. Code, § 47607(b).) Renewal petitions must be updated to include reasonably comprehensive descriptions of the essential elements of a charter petition. For purposes of completeness, a renewal petition should contain all of the Section 47605(c)(5)(A)-(O) elements required in the initial petition. Rather than reevaluate elements already approved in the initial petition, staff has focused their review on whether the Charter was sufficiently updated to reflect any changes made to applicable laws or any operational changes the school made since the last renewal. Generally, this means that the petition for renewal should include:

1. Any updates to reflect the charter school's obligations to comply with laws that have been added since the charter petition was originally approved, and
2. Any updates that reflect changes made to the program, including but not limited to key areas such as charter school operations, governance, budget, location, educational program, and student enrollment.

Staff asked the petitioners, at the start of this process, if there have been any substantive changes made to the original charter petition that need to be brought to the District's attention. This may include increases in enrollment; addition of grades served; substantial changes to the governance structure or educational program; changes or additions in location. If so, these may be "material revisions" to the petition that may be considered separately by the District. (If the changes are simply "updates" to state how the charter school will comply with the law, that is not a material revision.)

### **PERMISSIBLE BASES TO DENY REGARDLESS OF PERFORMANCE CATEGORY:**

Regardless of performance category, the law allows denial of a charter renewal petition on two additional bases:

1. The charter is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
2. The charter is not serving the pupils who wish to attend, as documented pursuant to Education Code section 47607(d). (Ed. Code, §47607(a)(2), 47607(e).)

Accordingly, these criteria are included where appropriate in the charts below. Note that the school must be given 30 days' notice and a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school, before denial on these grounds. Renewal may be denied on these grounds only after making a finding that either:

1. The corrective action proposed by the charter school has been unsuccessful; or

2. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (Ed. Code, § 47607(e).)

### **STANDARDS ACCORDING TO PERFORMANCE CATEGORY:**

Most of the standards for district consideration of a charter renewal petition depend upon the category of performance assigned to the school by the California Department of Education (“CDE”) as follows:

- High performing charter school—Section 47607(c)
- Middle performing charter school—Section 47607.2(b)
- Low performing charter school—Section 47607.2(a)

Richmond Charter Academy (RCA) was identified by the California Department of Education (CDE) as a middle performing school in the 2023 and 2024 assessment cycles.

### **MIDDLE PERFORMING CHARTER SCHOOL**

#### Legal Standard

There is a presumption under the law that the charter of a middle performing charter school should be renewed for five years (no more and no less), unless specified deficiencies warrant denial. In addition to the two bases listed above for any performance category, a governing board can also deny a middle performing charter petition if it makes written findings, supported by specific facts, that:

1. The school failed to meet or make sufficient progress toward meeting standards that benefit students of the school; and
2. Closure is in the best interest of students; and
3. The decision not to renew gave “greater weight” to the school’s performance on measures of academic achievement.

(Ed. Code, § 47607.2(b)(6).)

### **REVIEW OF UPDATES**

A middle performing charter must update the petition to reflect any new requirements enacted after its last renewal, as necessary to reflect the current program offered by the charter. (Ed. Code, § 47607(c)(2)(F).)

<b>UPDATES</b>	<b>PAGE NUMBER</b>	<b>NOTES</b>
<i>Does the petition reflect legal updates in accordance with recent changes to the Charter Schools Act?</i>	Pages 7 - 9, 22, etc.	Numerous references throughout the document in appropriate locations, primarily in the Assurances and Declarations and Element

		1: Educational program sections
<i>Changes to operations or programs</i>	Charter Performance Report, sheet 11, Facilities and Proposed MR.	RCA states clearly that they are not making any material changes in Operations or Programs for this renewal petition period, and intend to stay in the same location with the same enrollment cap. Programs remain the same or similar to prior charter documents.
<i>Are any of the changes “material” requiring a material revision (including expansion of sites or grade levels)?</i>	Charter Performance Report, sheet 11, Facilities and Proposed MR.	There are no material changes identified.

## REVIEW OF ACADEMIC PERFORMANCE

In considering the renewal petition of a middle performing charter, the district must take into account:

1. Schoolwide performance and performance of all subgroups on the California Dashboard - providing greater weight to performance on measures of academic performance; and
2. Clear and convincing evidence, demonstrated by verified data, that shows either:
  - a. The school achieved measurable increases in academic achievement (defined by at least one year’s progress for each year in school), or
  - b. Strong secondary outcomes equal to similar peers (defined by college enrollment, persistence, and completion rates.)

(Ed. Code, § 47607.2(b).)

<b>REVIEW OF ACADEMIC PERFORMANCE</b> Ed. Code, § 47607.2(b)	<b>DATA CONSIDERED AND FINDINGS</b>
Schoolwide academic performance on the California Dashboard	CAASPP and State Dashboard show declines in ELA, Math and EL progress over the period of 2021-22 and 2022-23. Academic and attendance performance moved in a positive direction in the 2023-24 school year.

Student group academic performance on the California Dashboard	The Hispanic subgroup has fallen from 94.6% in 2022-21 to 91.2% in 2023-24, while the percentage of English Learners has risen to 37%. Special Education has been up and down and was 10.1% in 2023-24. Further review of 2023-2024 dashboard data shows increased academic performance in both ELA and Math, after a two year downward trend and now near or above state scores for the corresponding subgroups.
Other California Dashboard data considered	RCA has made improvements in Suspension and Chronic Absenteeism. Classrooms with properly credentialed teaching staff has been a concern in the past, and teacher retention seems to move in step with consistent school leadership.
Evidence of measurable increases in academic achievement	Academic achievement measures suffered from 2021 - 2023 and then improved significantly in 2023-24.
Evidence of comparably strong secondary outcomes	The RCA leader team and staff have established strong communication with students and parents leading to many positive reports for the school noted during parent and student interviews.

## PROCESS STEPS

1. The Charter School submitted a renewal petition to the District following District procedure on January 30, 2025.
2. The site visit to Richmond Charter Academy (RCA) for both recurring annual and charter renewal petition element review was completed on January 27, 2025.
3. The Charter School did not sign an agreement to extend the final decision date hearing to May 30, 2025.



# Charter Renewal Site Visit

## Site Review Evaluation Method

The site visit to review RCA for both regular annual and renewal petition element review was completed on Monday, January 27, 2024. WCCUSD Staff used a School Quality Assessment rubric (see Exhibit J) to perform the onsite review with results displayed in the tables below.

The Site Visit team included Charter Oversight Coordinator Margarita Romo, Director of Business Services Jeff Carter, Math Coordinator Mark Lobaco, Educational Services Coordinator Alison Makela, and Charter Oversight Consultant - Douglas Pelton. The scope of the site visit includes: multiple stakeholder groups in interview settings, special education and health services process and file reviews, and classroom observations.

WCCUSD staff use a School Quality Assessment matrix (see Exhibit J to view rubric) to evaluate observed experiences of the different stakeholders at the school. The Site Review team performs a group assessment and the results are reflected in tables below. Additional statistical information is presented in the sections following the School Quality Assessment.

The Rubric is divided into three main areas. The matrix is cross-divided into three factors across all three areas. The resulting grid displays the school site visit team assessments of the nine sections/factors in the table below.

The table below illustrates the scoring from the Site Visit Team. Scores over 3.0 show where the school has demonstrated Implementation or Sustainment for the Area / Factor assessed. Scores lower than 3.0 are considered as Emerging or Developing.

	Areas		
<b>Assessment Sections</b>	<b>Mission &amp; Vision (1)</b>	<b>Program Implementation (2)</b>	<b>Collective Leadership &amp; Professional Learning (3)</b>
<b>Instruction (A)</b>	2.6	2.9	3.1
<b>School Culture (B)</b>	2.5	2.8	3.1
<b>Systems &amp; Structures (C)</b>	2.2	2.7	2.3

The two highest rated areas by the Site Visit team were the (1) Collective Leadership – Instruction, and (2) Collective Leadership / School Culture sub-categories. WCCUSD staff noted the school has educator time set aside for Professional Development every day after school,

learning about education strategies. Most collaboration time is after school, with conversations on the craft, and what methods work/don't work. Teachers have two planning periods, morning and afternoon, though one of those is a lunch break as well. There seems to be collaboration amongst teachers - deep dives into curriculum 3-4 hours long with review of work being done in the classroom. Monday through Thursday involve touch points on behavioral issues while Friday the focus is on deep learning. The staff seem focused on the educational needs of the student population with the focus on High School readiness and a college-bound mind set. In the second area, Site Visit staff noted that the school supports teachers, who have a lot of professional development time to address growth in capability. Teachers and staff use Parent Square for communications with families. Families seemed happy with the communication.

#### Highest Rated areas:

score	Area / Section	Description
3.7	2.C.2	<b>Safety</b> – The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
3.5	3.A.1	<b>Collective Ownership of Student Outcomes</b> – Staff reflect on the school mission/vision to build collective ownership of student outcomes with high expectations of one another through regular cycles of goal-setting and analysis of outcomes. School leaders, teachers, and staff hold high expectations for each other as professionals.
3.5	2.C.4	<b>Schedules and Calendars</b> – The school has structures and procedures in place for daily, monthly and annual planning and scheduling that is normed and communicated broadly. The Master Schedule is developed using student learning data and teacher input to maximize time spent on learning, while ensuring access to electives and opportunities for acceleration in core content.

#### Lowest Rated Areas:

score	Area / Section	Description
1.5	2.C.3	<b>Resource Management</b> – The school has strong structures in place for Resource Management including talent management and regular budget review and monitoring. Effective resource allocation and management support the site vision and students' success.
1.7	1.C.1	<b>School Mission</b> – The school mission explains how the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.

1.8	3.C.6	<b>District Partnerships</b> – The school develops strong district partnerships and communicates with District staff to complete department deliverables in a professional manner.
-----	-------	--

The school and AMPS network seem to have staffing issues and have been late or have missing submissions. Teaching staff are mostly new to the profession, and school administration staff seem to change regularly. Overall systems seem to be basic, but functional. The school mission is clear, where staff, parents and students seem focused on good classroom habits, working hard for good grades and the goal of getting into college. Safety and classroom behavior are big focus areas for the school, and parents appreciate that focus.

# RENEWAL CRITERIA I:

## Has the Charter School Presented a Sound Educational Program?

### 1. SCHOOL PERFORMANCE: CALIFORNIA DASHBOARD

The table below is a three year performance history comparing RCA to the District and State.

Richmond Charter Academy										
School-wide Performance										
State Measures		2022			2023			2024		
	Indicator	RCA	WCCUSD	State	RCA	WCCUSD	State	RCA	WCCUSD	State
	ELA	Low	Low	Low	Red	Orange	Orange	Green	Orange	Orange
	MATH	Low	Low	Low	Red	Orange	Orange	Yellow	Orange	Orange
	EL Progress	Very Low	Low	Medium	Orange	Yellow	Yellow	Blue	Orange	Orange
	Suspension	Medium	Medium	Medium	Orange	Orange	Orange	Blue	Orange	Green
	Chronic Absenteeism	Red	Very High	Very High	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Local Indicators	Teachers, Instructional Materials, Facilities	Not Met	Met	N/A	Met	Met		Met		
	Implementation of Academic Standards	Not Met	Met		Met	Met		Met		
	Parent and Family Engagement	Not Met	Met		Met	Met		Met		
	Local Climate Survey	Not Met	Met		Met	Met		Met		
	Access to a Broad Course of Study	Not Met			Met	Met		Met	Met	
Note: Suspension and Chronic Absenteeism have performance descriptions opposite of ELA, Math and ELP scales; N/R is Not Reported										
		Red	Orange	Yellow	Green	Blue				
		<---- Range ---->								

Though RCA showed performance challenges in 2022 and 2023 the school made significant strides in state testing in all categories in the 2023-24 school year, mirroring trends at the District and state though outpacing last year in making progress. The school reports that factors such as recovering from leadership challenges post pandemic and using data to target specific strategies to address chronic absenteeism and English Language development, better delivery of the

curriculum, the use of local assessment tools, and better coordination of assessment and standardized testing schedules were all strategies that helped produce the increase in performance.

## 2. SCHOOL ACADEMIC PERFORMANCE: CAASPP RESULTS

The two figure below shows five years of ELA and Math performance comparing RCA, the District, and the State:

English Language Arts	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>RCA</b>	23.4 pts below increased +15.2 pts	N/A	N/A	67 pts below	72.6 pts below declined -5.6 pts	5.0 pts below increased +31.3 pts
<b>WCCUSD</b>	42.8 pts below increased +3.1 pts	N/A	N/A	54.1 pts below	53.7 pts below maintained +0.6 pts	55.8 pts below maintained -2.2 pts
<b>California</b>	2.5 pts below increased +3.7 pts	N/A	N/A	12.2 pts below	13.6 pts below maintained -1.4 pts	13.2 pts below maintained +0.4 pts

- Dataquest State Dashboard Data: 1/31/2025

Math	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>RCA</b>	61.7 pts below increased +4.4 pts	N/A	N/A	105.3 pts below	124.4 pts below declined -19.1 pts	77.1 pts below increased +47.2 pts
<b>WCCUSD</b>	76.9 pts below maintained +1.5 pts	N/A	N/A	91.8 pts below	86.8 pts below increased +6.3 pts	85.7 pts below maintained +1 pts
<b>California</b>	33.5 pts below maintained +2.9 pts	N/A	N/A	51.7 pts below	49.1 pts below maintained +2.6 pts	47.6 pts below maintained +1.5 pts

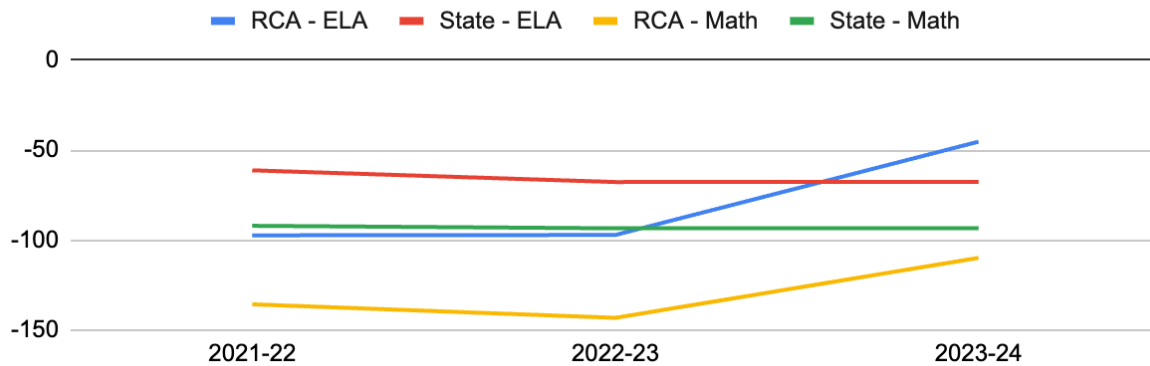
- Dataquest State Dashboard Data: 1/31/2025

The tables above show that RCA followed District and statewide performance losses in 2021 and 2022, while RCA has improved its academic scores last year.

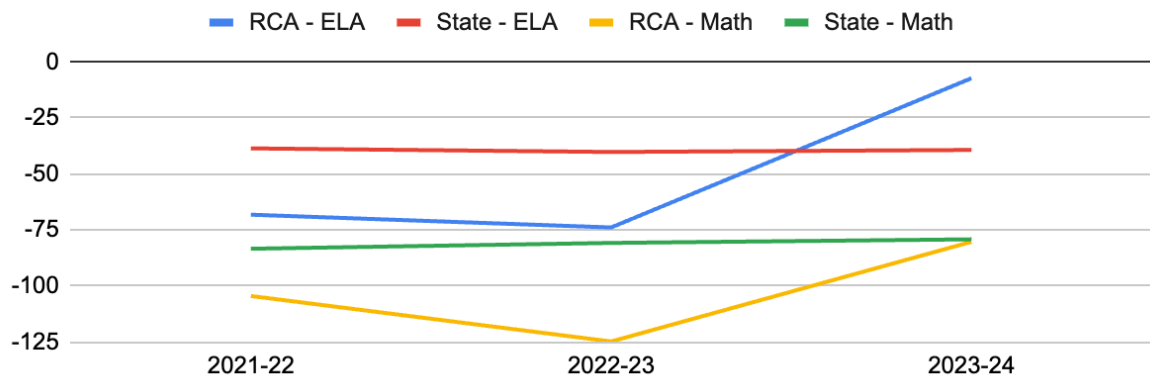
### a. STUDENT GROUP PERFORMANCE: CAASPP

Though RCA had sustained scores for the English Learner and Hispanic student groups below the state averages for prior years, 2023-2024 data shows a rapid improvement in ELA and Math performance now near (Math) or above (ELA) state average performance for the two subgroups.

### 3 Year Subgroup Comparison: English Learners



### 3 Year Subgroup Comparison: : Hispanic



Negative numbers in the charts above are points below the state standard.

#### b. ENGLISH LEARNER PERFORMANCE: ELPAC

The following report from Dataquest shows Performance on ELPAC testing in the 2023-24 school year at each grade level for students tested.

Richmond Charter Academy					
	Summative ELPAC				
	Performance Level	6	7	8	All
	Level 4 Percentage of students by grade for level	28.57%	40.00%	34.48%	34.34%
	Level 3 Percentage of students by grade for level	22.86%	25.71%	41.38%	29.29%
	Level 2 Percentage of students by grade for level	37.14%	14.29%	20.69%	24.24%

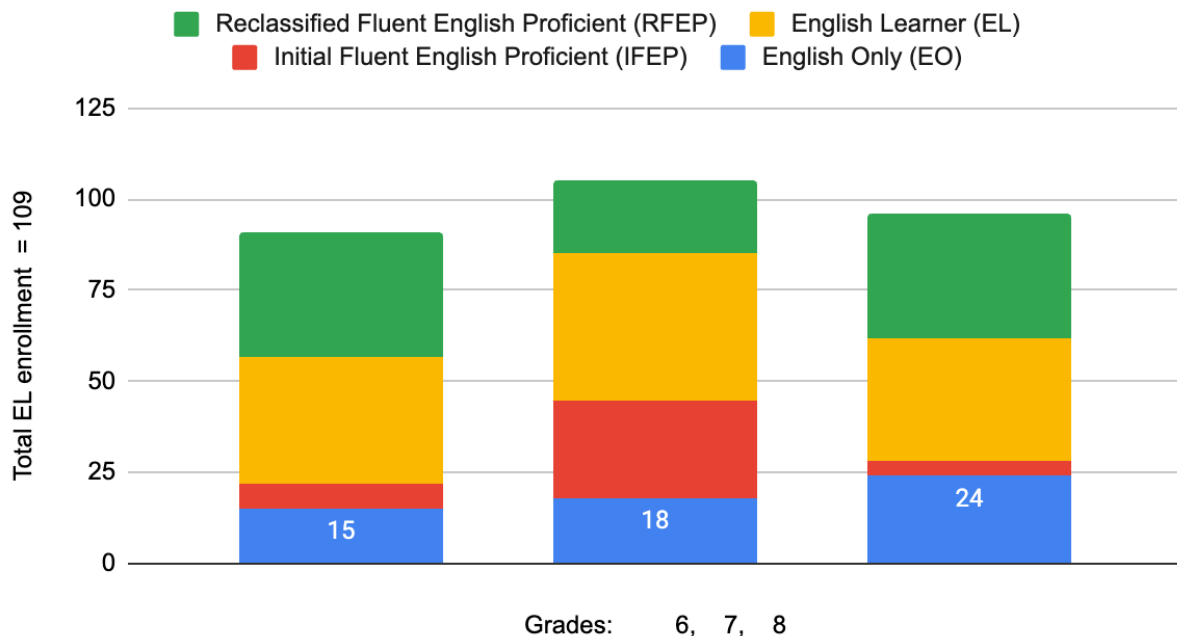
	Level 1 Percentage of students by grade for level	11.43%	20.00%	3.45%	12.12%
	# of Students tested	35	35	30	100

The following report from Dataquest and chart display of the data shows status of students by grade level where the RFEP column shows those students who were classified EL when starting at the school but have been reclassified as Proficient in English.

Richmond Charter Academy						
	Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)
2023-24	6	91	16.50%	7.70%	38.50%	37.40%
	7	105	17.10%	25.70%	38.10%	19.00%
	8	96	25.00%	4.20%	35.40%	35.40%

- Dataquest 3/5/25

### Distribution of English Learners by Grade Level (2023-2024)



### 3. VERIFIED DATA

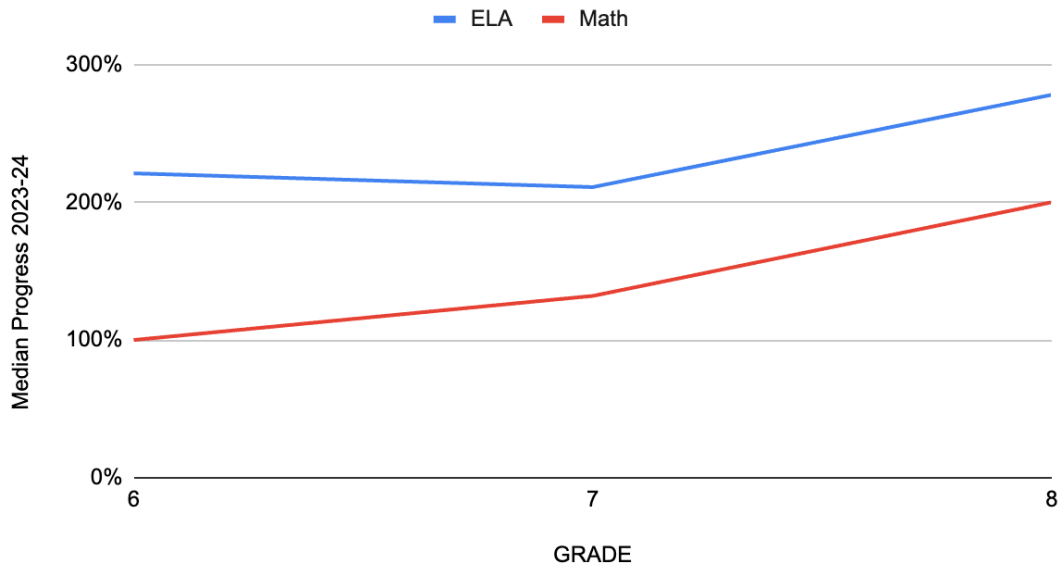
Education Code requires the authorizer of a charter school in the Middle or Low performing tiers to consider Verified Data for an elementary or middle school showing that the school achieved measurable increases in academic achievement defined by at least one year's progress for each year in school. Verified data submitted for review must include the results of a minimum of 95% of eligible students to be included in the review. The list of qualifying Verified Data that the California State Board of Education allows for use in evaluation in the renewal process is defined in Education Code Section 47607.2(c)(1).

Richmond Charter Academy submitted NWEA data for grades 6-8 based on annual Fall and Spring testing in grades 6 through 8.

iReady Growth			
	GRADE	ELA	Math
<b>Median Progress 2023-24</b>	6	221%	100%
	7	211%	132%
	8	278%	200%

Note: Data is based on Renewal Petition Verified Data submission elements

### iReady Achievement Results in ELA and Math





## RENEWAL CRITERIA II:

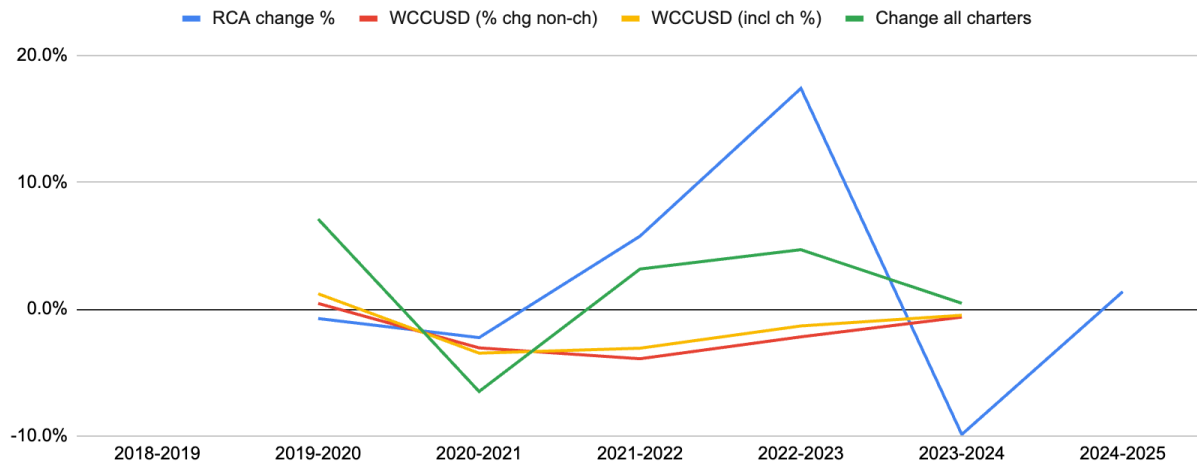
*Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*

### 1. ENROLLMENT

The table and chart below shows RCA and WCCUSD enrollment over the period of 2018 to 2024. Overall growth at the school is 10% over the 7 years shown in the cart for the current Charter term.

Enrollment Comparison								
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	total 6 yr change
<b>AMPS RCA # of students</b>	269	267	261	276	324	292	296	
<b>RCA change %</b>		-0.7%	-2.2%	5.7%	17.4%	-9.9%	1.4%	10.0%
<b>WCCUSD (non-charter)</b>	28,121	28,246	27,383	26,312	25,737	25,575		
<b>WCCUSD (% chg non-ch)</b>		0.4%	-3.1%	-3.9%	-2.2%	-0.6%		-9.1%
<b>WCCUSD (incl. charters)</b>	31,760	32,143	31,027	30,071	29,672	29,528		
<b>WCCUSD (incl ch %)</b>		1.2%	-3.5%	-3.1%	-1.3%	-0.5%		-7.0%
<b>Total # all charters</b>	3,639	3,897	3,644	3,759	3,935	3,953		
<b>Change all charters</b>		7.1%	-6.5%	3.2%	4.7%	0.5%		8.6%

## WCCUSD and RCA Enrollment Change



## 2. FINANCE

### a. FINANCIAL REVIEW

The WCCUSD Fiscal Team reviewed various supporting documents to evaluate the fiscal solvency of the Amethod Public Schools RCA Charter. In early September 2024, District staff discovered RCA's operational deficit when reviewing AMPS's Unaudited Actuals, which listed RCA's unrestricted fund balance as negative \$880,516.00 at the close of the 2023-2024 school year. On September 16, 2024, AMPS stated that the negative fund balance was "primarily due to an adjustment to the depreciation for building improvements, as depreciation was not booked in prior years." In particular, the depreciation referred to in the response accounted for only \$607,644, not the full amount of the shortfall.

On November 1, 2024, the District met with AMPS to discuss the 2023-24 Unaudited Actuals showing a negative fund balance, missing documents, and to understand AMPS's plan for correcting the deficit. During the meeting, AMPS indicated that prior staff recorded too much revenue at the 2<sup>nd</sup> Interim financial report. AMPS provided a paper copy of RCA's multi-year projections. However, during the meeting, the District team identified many issues and concerns. AMPS provided the RCA LCFF calculation to the District on November 12, 2024. In the LCFF calculation, AMPS used an Enrollment Count of 330 students in its general assumptions for 2025-2026 without providing a reasonable explanation of the expected increase from 300 to 330, a count significantly higher than the enrollment count used for prior years.

In the November 15, 2024 meeting, Amps stated that the charter school would not reach a positive balance or a 3% reserve during the 2024-2025 school year, but they expected to do so by 2025-2026.

After further review, District staff worked to issue a Notice to Correct, pursuant to 47607(e), to the AMPS RCA organization in March of 2025 documenting the financial issues and requiring a plan of action to resolve the financial issues.

**b. FINANCIAL REVIEW FINDINGS**

- i. The school exhibited financial issues over the last two years, with two notices from the District and County with questions and concerns. The inquiries continued through March of 2025, with continued reworking of the 2023-2024 financial statements, an Audit report not submitted until the end of March 2025 (for the 2023-24 school year), an audit report from the prior year not submitted until May of 2024, and unclear and / or unreasonable financial assumptions.
- ii. Negative ending fund balances for the school seem to be addressed in the latest set of reports submitted to the District, yet questions remain about re-allocation of some funds that were used improperly, and the restricted versus un-restricted reserve amounts at the end of 2023-24 school year.
- iii. District Charter Oversight and Finance staff remain concerned that although the school reports reasonable cash balances, the overall financial issues may not yet be fully addressed.

**c. KEY FINANCIAL INDICATORS**

The Exhibit below shows key financial indicators for AMPS RCA over the last five years as represented in approved audit reports submitted to the District by Amethod Public Schools.

AMPS Richmond Charter Academy	Financial Overview					
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
<b>Ending Fund Balance</b> (K. Fund Bal. Net Position)	\$1,063,822	\$656,905	\$664,792	\$195,515	\$499,666	-\$68,524
<b>Revenues</b> (A.5. Total Revenues)	\$3,664,620	\$3,575,257	\$3,673,489	\$4,558,754	\$5,674,334	\$5,840,691
<b>Expenses</b> (B.8. Total Expenditures)	\$3,550,116	\$3,614,935	\$3,665,602	\$5,027,631	\$5,370,583	\$6,408,881
<b>Transfers</b>				0	0	0
<b>Spending</b> (Revenues - Expenses)	\$114,504	-\$39,678	\$7,887	-\$468,877	\$303,751	-\$568,190
<b>Spending ratio</b> (% of Revenue Spent)	96.88%	101.11%	99.79%	110.29%	94.65%	109.73%
<b>Reserve ratio</b> (Ending Fund Balance / Current Expenses)	29.97%	18.17%	18.14%	3.89%	9.30%	-1.07%
<b>Enrollment</b>	269	267	261	276	324	292
<b>Unduplicated Enrollment</b>		232	219	220	281	232
<i>Note: Data is assembled from Audit reports submitted each year to WCCUSD per MOU. The 2023/24 column is from preliminary information provided in mid-March 2025.</i>						

RCA leadership will need to address student / family recruitment to build sustainable enrollment to meet their stated revenue goals at an enrollment level of 320 students.

AMPS Richmond Charter Academy - Multi-year Enrollment by grade				
Academic Year	Total	Grade 6	Grade 7	Grade 8
2017-18	218	90	77	51
2018-19	269	90	89	90
2019-20	267	90	88	89
2020-21	261	89	86	86
2021-22	276	99	88	89
2022-23	324	115	110	99
2023-24	292	91	105	96
<i>Note - Downloaded from CDE - DataQuest 4/2/2025</i>				

### 3. STAFFING AND TEACHER CREDENTIALING

Following Education code 47605(I)(1), WCCUSD monitors and assesses charter school compliance to meet CDE requirements for classroom teachers. The following Exhibit shows the latest three years of CDE teacher credential data from Dataquest for AMPS RCA, the District, the County, and State. The view is lagging by a year, not showing 2023-24 data.

Richmond Charter Academy			DataQuest Teaching Assignment view			Report date 3/12/2025		
2022-23								
Name	Total Teaching FTE	Clear	Out-of Field	Intern	Ineffective	Incomplete	Unknown	N/A
Richmond Charter Academy	11	0.00%	0.00%	20.70%	36.40%	24.70%	18.20%	0.00%
West Contra Costa Unified	1,433.20	75.50%	3.90%	3.20%	10.80%	5.20%	1.40%	0.00%
Contra Costa	7,869.10	81.90%	4.20%	1.90%	7.00%	4.50%	0.40%	0.10%
Statewide	277,698	83.20%	4.20%	2.00%	5.40%	4.70%	0.30%	0.20%
2021-22								
Richmond Charter Academy	7	21.50%	0.00%	0.00%	78.50%	0.00%	0.00%	0.00%
West Contra Costa Unified	1,522.90	75.50%	3.30%	3.90%	11.30%	5.40%	0.30%	0.30%
Contra Costa	8,140.50	83.00%	4.20%	2.20%	5.60%	4.60%	0.20%	0.10%
Statewide	279,044.9	84.00%	4.30%	1.70%	4.30%	5.20%	0.30%	0.20%
2020-21								
Richmond Charter Academy	9	30.60%	0.00%	11.10%	47.20%	11.10%	0.00%	0.00%
West Contra Costa Unified	1,404.00	82.60%	3.50%	4.40%	7.60%	1.80%	0.00%	0.00%
Contra Costa	7,928.0	84.60%	4.80%	1.70%	4.90%	3.90%	0.10%	0.00%

During the January 2025 renewal site visit District staff noted the very low proportion of clear credentialed teachers employed at RCA. Credential data submitted for the current school year shows a continued challenge for hiring and retaining fully credentialed teachers. RCA as of

January submitted teacher information showing no clear credentialed classroom teachers, 8 teachers with Short-Term Staffing Permits (STSP), one intern, and seven vacant positions. The school leadership discussed the leadership changes that they believe will result in stronger hiring, retention, and credential acquisition for the teaching staff.

### RENEWAL CRITERIA III:

*Is the Petition Reasonably Comprehensive?*

Element	Yes/No
Description of educational program	Yes
Measurable pupil outcomes	Yes
Method for assessing pupil progress	Yes
Governance structure of the school	Yes
Employee qualifications	Yes
Health & safety procedures	Yes
Means to achieve race/ethnic balance	Yes
Admission requirements, if applicable	Yes
Manner in which annual independent financial audits shall be conducted	Yes
Student suspension & expulsion procedures	Yes
Staff coverage by State Teachers' Retirement System, Public Employees' Retirement System or Social Security	Yes
Public school attendance alternatives	Yes
District employee leave & return rights	Yes
Dispute resolution process	Yes
Procedures for closure of school	Yes

## RENEWAL CRITERIA IV:

*Is the Charter School Serving All Students Who Wish to Attend?*

### Review of Student Disenrollment

The table below is based on the Education Code 47607(d) information supplied by the CDE to Districts requesting for the school or schools submitting renewal petitions. The table reflects the percentage of students who leave before the end of the school year or who do not return the next year. These numbers reflect a stable quantity of students who are enrolled at the beginning of the year but leave before the end of the year, as well as students who do not return for the next year. Note: students who would be moving to a grade level not offered at the school are not included in the percentage.

There is no clear indicator that RCA is not serving all of the students in the district who wish to attend on this particular assessment criteria. Due to the small size of the school, the small numbers of students included in the testing, and the Pandemic condition for the years 2020-2022 there is no clear pattern of activity regarding disenrollment trends.

<b>Retention</b>						
<b>Richmond Charter Academy - Requested data from CDE for renewals</b>						
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2022-2023</b>	<b>average 2016-2023</b>
<b>% leaving before end of year</b>	1.21%	1.25%	3.30%	7.25%	6.27%	
<i>Avg leaving before end of year</i>						3.86%
<i>ELA Distance from Std.</i>						
<i>MATH Distance from Std.</i>						
<b>% not returning</b>	9.05%	42.34%	2.50%	6.90%	8.21%	
<i>Average not returning</i>						13.80%
<i>ELA Distance from Std.</i>	141	-0.02		-13.62	-100.4	6.7
<i>MATH Distance from Std.</i>	-8.24	9.57		-40.92	-122.13	-40.4
Cumulative Enrollment		218	240	273	280	
<b>School Averages</b>						
<i>ELA Distance from Std.</i>			-23.4		-72.6	-48.0
<i>MATH Distance from Std.</i>			-61.7		-124.4	-93.1

*Note: Assembled from 7607(b)(1)(B) and (C) data requested from CDE*



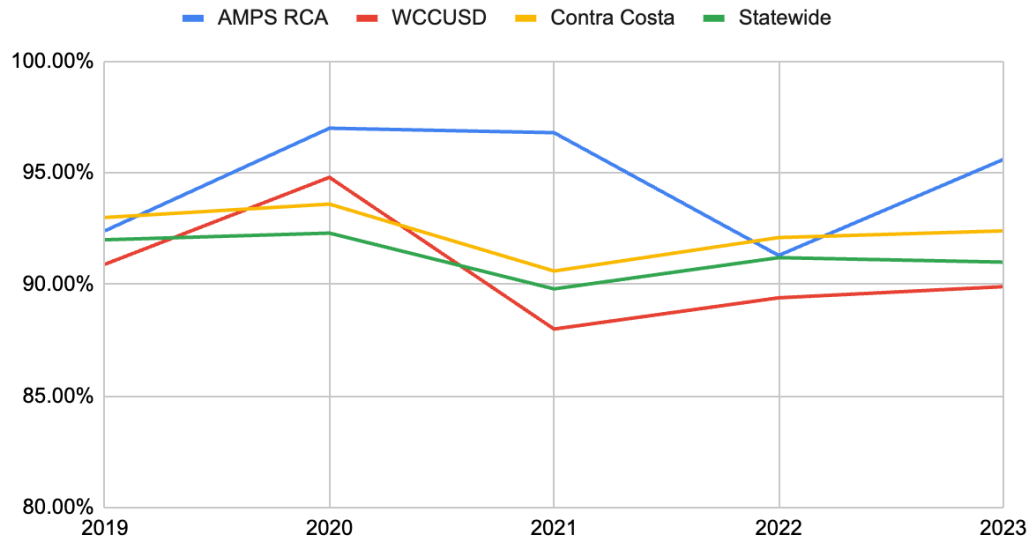
The following chart is another view of disenrollment data, disaggregated by subgroup for the 2023-2024 school year.

Enrollment Stability Data		Amethod Public Schools, Richmond Charter Academy				
	Student Group	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
2023/24	English Learners	111	102	91.90%	9	8.10%
	Homeless Youth	*	*	*	*	*
	Students With Disabilities	25	23	92.00%	2	8.00%
	Socioeconomically Disadvantaged	225	214	95.10%	11	4.90%
Note: All tables and charts from DataQuest Stability Reports data						

The chart below shows five years of comparison stability rates for the school, the District, the county, and the state. As this table and the chart following show, stability rates at RCA have been maintained at levels higher than comparison averages.

Multi Year Stability Rate - overall					
	2019	2020	2021	2022	2023
<b>AMPS RCA</b>	92.40%	97.0%	96.8%	91.3%	95.60%
<b>WCCUSD</b>	90.90%	94.8%	88.0%	89.4%	89.90%
<b>Contra Costa</b>	93.00%	93.6%	90.6%	92.1%	92.40%
<b>Statewide</b>	92.00%	92.3%	89.8%	91.2%	91.00%

## Multi-Year Stability Ratios Comparison



	Name	Adjusted Cumulative Enrollment	Stability Count	Stability Rate	Non-Stability Count	Non-Stability Rate
2023/24	Richmond Charter Academy	295	282	95.60%	13	4.40%
	West Contra Costa Unified	31,138	27,990	89.90%	3,148	10.10%
	Contra Costa	175,598	162,195	92.40%	13,403	7.60%
	Statewide	6,021,207	5,479,473	91.00%	541,734	9.00%

Note: Chart developed from DataQuest Stability Reports data

## OTHER RENEWAL CRITERIA:

*Issues, Information Requests, and Notices:*

Events table	AMPS Richmond Charter Academy							
	<i>Submissions total</i>	<i>Submissions Late</i>	<i>Submissions past due</i>	<i>late submissions %</i>	<i>Past due %</i>	<i>Letters of inquiry</i>	<i>Notices of Concern</i>	<i>Notices to Correct</i>
<b>2022-23</b>	0	0	0	not recorded	not recorded	0	0	0
<b>2023-24</b>	31	0	6	0%	19%	0	1	0
<b>2024-25 (to date)</b>	69	43	4	62%	6%	0	1	0

Richmond Charter Academy has responded to requests in a timely manner but the quality of responses has been inconsistent. In some cases documents provided are incorrect or not complete. There have been two registered concerns/complaints against the school by students / families, or staff in the last three years. There have been several reasons for the District and county to send the school Notices of Concern or Notices to Correct in the last three years.

AMPS Richmond Charter Academy		
<b>Audit Issues</b>		
Year	New Findings	Repeat Findings
2018-2019	None	None
2019-2020	None	None
2020-2021	None	None
2021-2022	2022-001 - material audit changes to financials	None
2022-2023	2023-001 - Inadequate financial reporting 2023-002 - Attendance reporting 2023-003 - after-school program teacher credential issue	2022-1 - Ineffective financial closing process
2023-2024	2024-001 Financial reporting	2023-001 Financial reporting (now also 2024-001) 2023-002 ASES reporting, response implemented 2023-003 teacher credential issue, response implemented

## **NOTICES TO CURE AND CORRECT PER 47607(e)**

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Superintendent will send the school, charter school board, or charter management organization a Notice to Cure regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice to Cure.

Education Code section 47607(e) provides grounds for denying renewal upon substantial fiscal or governance factors, independent of a charter school's academic performance. That statute states as follows:

Notwithstanding [Education Code 47607] subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

- (1) The corrective action proposed by the charter school has been unsuccessful.
- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

### **1. NOTICE TO CURE AND CORRECT**

WCCUSD sent a notice on March 13, 2025 (see Exhibit A). The notice requests that the school provide within 30 days:

- A) Documentation clearly describing the conditions leading to the unrestricted negative fund balance at the close of the 2023-2024 school year
- B) An intervention plan that reduces expenditures and provides adequate reserves
- C) Provide ongoing timely and complete responses to District inquiries
- D) Comply with all statutory deadlines for submission of RCA financial reports

### **2. AMETHOD PUBLIC SCHOOL'S RESPONSE TO THE NOTICE TO CURE AND CORRECT**

The Charter School provided a written response to the District's Notice to Cure and Correct on April 12, 2025, responding to the following notice items and provided in Exhibit B:

- a. **Documentation clearly describing the conditions leading to the unrestricted negative fund balance**
- b. **Intervention plan that reduces expenditures and provides adequate reserves**
- c. **Provide ongoing timely and complete responses to District inquiries**
- d. **Compliance with all statutory deadlines for submission of RCA financial reports**

### **3. DISTRICT ASSESSMENT OF AMETHOD PUBLIC SCHOOL'S RESPONSES TO THE NOTICE TO CURE AND CORRECT:**

*Did the Charter School Cure and Correct its Significant Fiscal and Operational Violations?*

The District continues to find that the fiscal issues raised over the last year continue to cause concern.

The school states a commitment to partnering with the District. Though the response to the March 13 Notice of Concern was submitted on time, there are numerous questions remaining. These questions are enumerated below:

1. Their plans for their CMO are incomplete. Current year CMO overhead fee reduced from 10% of revenue to 3.5% and following two years continue with discounted CMO fees of 6%. The staffing vs. professional services for substitute teachers doesn't seem to be a long term plan but a crisis plan to deal with a large number of vacancies, while enrollment is scheduled to increase. The MYP forecast does increase teacher salaries and benefits, while reducing anticipated substitute teacher expenses, but there isn't any mention in the response about how this extensive teacher recruiting is going to occur.
2. The MYP (Appendix D of the CAP) combines unrestricted and restricted amounts/balances. This could be covering up the unrestricted fund balance negative amount that we were focused on. The interim files split these figures up. They simply have not addressed the significant issue of their unrestricted fund balance. On 4/14/25 the District met with RCA and asked for these figures to be shown split apart and did not receive a response. The District followed up with an email on 4/15/25 and did not receive a response. District staff note that adding RCA's Second Interim restricted fund balance of \$374K to the CAP MYP fund balance and blend the two together, it could be inferred that the year end net positive fund balance of \$38K is masking the negative Unrestricted fund balance. It bears noting that this fund balance inference does not include the \$75K issue in item 3 below.

3. The CAP does not address the \$75K of misspent funds on Community Schools restricted resource and District staff expect the auditors will need to adjust this expense to the unrestricted fund balance. See Exhibit I. In a meeting on 4/14/25, AMPS staff admitted that these misspent funds are not considered in their CAP.

Even with these concerns in mind, questions remain regarding the CAP:

4. Page 5, “Corrected Financial Projections...”.  
It appears that AMPS is shifting some of the expenses to AMPS BJE and AMPS home office.
5. Page 6. We agree that using the historical rate of attendance of 93% is prudent. The 320 enrollment number, though reduced from 330, is still aggressive. As an example, the 300 student enrollment number for 2024-25 had to be reduced to 295.
6. Page 7. Updates to 2024-25 show a net increase in revenue of \$88K but this is based on receiving a settlement of \$292K. Without the settlement, the revenue would have been reduced by \$204K.
7. Page 10. The staffing actions to demonstrate appropriate handling of school finances shows the hiring of reportedly qualified professionals however the CMO staff plan isn’t shown. Staff also wonders if the professional financial adviser is still on retainer or supporting the school in the current year or was that an 2023-24 school year support investment. Other concerns are about whether there is an intent to downsize the overall CMO staff, and if so, from what current plan level to what future year level.
8. Page 11. The proposed action plan offers monthly post close financial review meetings with the district to show progress to plan, along with a quarterly review for operational and financial discussion and feedback. This offer does require effort and time by the District to engage in meetings, reviews, and other monitoring activities.
9. Page 11. The proposed action plan shows an intent to increase the quality of the Board which could be an additional support for the CMO. This could be a positive.

Therefore, the Charter School has failed to cure and correct this substantial fiscal issue. Even if their CAP is implemented, it is not viable to remedy these concerns, because many issues are not addressed. These concerns have been raised by the District since September 2024. AMPS and RCA have had a reasonable opportunity to cure these

concerns and even with the CAP, these concerns remain. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

**Based on the four areas described in the Notice to Cure and Correct, Amethod Public Schools Failed to Cure or Correct Substantial Fiscal Factors, and therefore is demonstrably unlikely to successfully implement the program set forth in the Petition.**

# EXHIBITS

A - J



## **EXHIBIT A. NOTICE TO CURE AND CORRECT – 3/13/25**

March 13, 2025

**By E-Mail: [abarnes@amethodschools.org](mailto:abarnes@amethodschools.org)**

Adrienne Barnes

Chief Operating Officer

Amethod Public Schools

Re: Richmond Charter Academy – Letter re: Fiscal Concerns  
(Education Code Section 47607, subd. (e).)

Dear Ms. Barnes,

Please accept this letter, issued by the Board of Education of the West Contra Costa Unified School District (“District”) regarding fiscal concerns related to the operation of Richmond Charter Academy (“RCA”), an Amethod Public School (“AMPS”) charter school. This letter is issued pursuant to Education Code Section 47607, subd. (e). RCA’s current Charter Petition expires on June 30, 2025, and the school submitted a renewal petition to the District on January 30, 2025.

### **Overview**

The Board, as the statutory authorizer of charter schools, is “responsible for ensuring the charter school operates in compliance with all applicable laws and the terms of its charter.” (Ed. Code, §47607, subd. (f)(1) and (4).) The Board is also responsible for monitoring the fiscal condition of each charter school that it authorizes. (Ed. Code, §47607.32, subd. (a)(4).) If, in fulfilling this responsibility, the Board finds that a charter school is in such a troubled fiscal condition, that it is “demonstrably unlikely to successfully implement the program set forth in [its] petition,” the Board may deny a charter school’s petition for renewal. (Ed. Code, §47607, subd. (e).)

California Education Code section 47607, subdivision (e) provides, in relevant part, that “the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend.” To deny a charter renewal petition based on the standard set forth in Education Code section 47607, subdivision (e), a charter authorizer must have provided “at least 30 days’ notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.”

Due to a deficit recorded on regular financial reports, insufficient documentation regarding how the deficit occurred, and an inadequate plan to remediate the shortfall, the Board has significant concerns that AMPS is demonstrably unlikely to successfully implement the program set forth in RCA’s charter petition. Further, this notice of concern is issued following a long and ongoing period of discussion between AMPS and the District about these very issues. Accordingly, this Notice is hereby given to AMPS pursuant to Education Code section 47607, subdivision (e).

The District specifically has concerns regarding RCA's fiscal conditions and inadequate responses to District inquiries related to fiscal matters that suggest improper management of charter school resources.

### **Background**

In early September 2024, District staff discovered RCA's operational deficit when reviewing AMPS's Unaudited Actuals, which listed RCA's unrestricted fund balance as negative \$880,516.00 at the close of the 2023-2024 school year. Upon learning of the deficit, the District reached out to AMPS, via email, on September 16<sup>th</sup>, expressing concern about the deficit, asking for an explanation, and asking for missing documents. Specifically, the District requested RCA's Alt Form, General Ledger or Trial Balance, Cash Reconciliation and copy of the bank statement, LCFF Calculation, and Payment schedules for any special education revenues received. The email included a request that AMPS provide an explanation of why RCA's unassigned unrestricted fund balance was negative by nearly \$1.2 million, as well as a plan to bring the balance up to a positive amount. In the subsequent email exchange with AMPS, that continued through October, the District asked multiple times for updates on the deficit and missing documents.

In an immediate but unsatisfactory email response on September 16, 2024, AMPS stated that the negative fund balance was "primarily due to an adjustment to the depreciation for building improvements, as depreciation was not booked in prior years." In particular, the depreciation referred to in the response accounted for only \$607,644.00, not the full amount of the shortfall.

Additionally, while the response included the requested Alt Form and payment schedules, AMPS failed to provide the LCFF Calculation, the General Ledger or Trial Balance, and the Cash Reconciliation and copy of the bank statement, indicating the General Ledger and Cash Reconciliation were outsourced to other organizations. The District followed up on those items by email on September 20, 2024, and again on October 16, 2024. Although AMPS responded on September 24, and September 26, 2024, the requested documentation was not provided, despite indications that some of the documentation was available.

On November 1, 2024, the District met with AMPS to discuss the 2023-24 Unaudited Actuals showing a negative fund balance, missing documents, and to understand AMPS's plan for correcting the deficit. During the meeting, AMPS indicated that prior staff recorded too much revenue at the 2<sup>nd</sup> Interim financial report. AMPS provided a paper copy of RCA's multi-year projections. However, during the meeting, the District team identified many issues and concerns. AMPS stated an updated multi-year projection would be provided by November 4, 2024. It was ultimately provided to the District on November 22<sup>nd</sup>, 2024.

AMPS responded by email on November 5, 2024, but did not provide accurate and complete documentation in response to the District's request, offering only a summary document for the requested reconciliation documentation. AMPS provided the RCA LCFF calculation on November 12, 2024. In the LCFF calculation, AMPS uses an Enrollment Count of 330 students in its general assumptions for 2025-2026 without providing a reasonable explanation of the expected increase from 300 to 330, a count significantly higher than the enrollment count used for prior years.

The District met with AMPS, again, on November 15, 2024, and sent a formal Request for Information to AMPS for the missing RCA financial documents that day. The District's letter specifically noted the need for RCA's revised multi-year budget projections. During the meeting, AMPS again provided a paper copy of the multi-year projections, indicating the electronic version would be provided at a later date. Again, after further prompting by the District, it was ultimately provided to the District on November 22, 2024.

AMPS also stated, during the November 15, 2024 meeting, that the charter school would not reach a positive balance or a 3% reserve during the 2024-2025 school year, but they expected to do so by 2025-2026. Based on the District's review and analysis of the responses and data provided by AMPS, the District has identified the concerns noted below as requiring immediate attention.

Further, in the prior school year, the Contra Costa County Office of Education sent Amethod Richmond Charter Academy a formal Notice of Concern indicating serious concerns about the financial solvency of the charter school based on the school's First Interim report for 2022-2023. The Amethod Richmond Charter Academy data indicated a decrease in fund balance and the projected unrestricted funds balance for 2022-2023, as well as an unusual transaction, a pattern of deficit spending, and insufficient reserves. To address these concerns, the Contra Costa County Office of Education requested revised multi-year budget projections correcting the deficit and providing for an adequate reserve and accompanying information regarding the adjustments. Amethod Richmond provided a response on March 15, 2023, regarding its revised multi-year budget projections and plans to correct the budget deficit and provide for an adequate reserve. However, the District staff noted significant concerns regarding the details of Amethod Richmond's changes to the multi-year budget projections and its plans to correct the budget deficit and insufficient reserve.

Finally, AMPS has not yet provided RCA's completed annual audit to the District for the 2023-2024 school year. Additionally, for the 2022-2023 school year, AMPS did not submit RCA's completed annual audit to the District until May of the following year, several months after the December 15<sup>th</sup> deadline specified in Education Code Section 47605(m).

Based on the above, AMPS has demonstrated a pattern of deficit spending, inadequate financial reserves, failure to submit timely audits, and insufficient supporting documentation related to RCA's budget projections.

## **Concerns**

### **A. Operating Deficit and Inadequate Reserves.**

The Board has significant concerns regarding the fiscal condition of RCA, and the charter school is demonstrably unlikely to successfully implement the program in the charter petition in light of those concerns. Specifically, the District has found that RCA was operating at a deficit as of the 2023-2024 school year. District staff discovered RCA's operational deficit in early September, when reviewing the Unaudited Actuals, which listed RCA's unrestricted fund balance as negative \$880,516.00. AMPS claimed this was due to writing-in depreciation of its facilities in the amount of \$607,644.00, which was not captured in prior years. However, that explanation does not account for the entire deficit.

The District has engaged in several follow-up meetings and conversations to gather additional information and understand AMPS's plan for moving forward. As noted above, despite several requests and multiple meetings, the District has not received a complete explanation from AMPS regarding the RCA operating deficit. Throughout this process, AMPS has provided untimely fiscal reports and incomplete supporting information, raising further concern regarding RCA's financial state.

AMPS has repeatedly failed to provide a timely and complete response to the District's requests for documentation related to the Charter School's financial condition. AMPS has further failed to submit RCA's annual audit for the 2022-2023 and 2023-2024 school years by the December 15<sup>th</sup> deadline specified in Education Code Section 47605(m). Further, AMPS has failed to provide a sufficient explanation as to how RCA will reach a positive balance or a 3% reserve until the 2025-2026 school year. However, based on the LCFF calculations, AMPS appears to be using a significantly higher enrollment count in RCA's future projections than the enrollment count listed for prior school years.

RCA's general fund deficit, persisting across multiple school years, as well as the failure to maintain adequate financial reserves to cover economic uncertainties raise significant fiscal concerns and demonstrate that AMPS is unlikely to successfully implement the program set forth in the RCA charter.

#### **B. Incomplete Reporting and Deficient Plan for Correction.**

Various RCA financial reports and records have been inaccurate or incomplete. AMPS has habitually failed to provide complete responses to the District's requests for financial documentation and has missed multiple statutory deadlines for the submission of its annual audit. Inaccurate and incomplete records and reports are a form of mismanagement and impede the District's ability to provide effective financial oversight. Inaccurate and incomplete records and reports also call into question the reliability of these and other RCA records and reports.

Specifically, the District has not been provided sufficient supporting documentation to verify the information provided in RCA's multi-year budget projections, nor has AMPS provided support to verify the accuracy of the assumptions used for RCA's projections, such as the 10% increase in the Enrollment Count used in the LCFF calculation for 2025-2026.

In addition to the incomplete reporting related to fiscal matters, based on AMPS's proposed multi-year projections, RCA will not reach a positive balance until end-of-year 2025-2026. However, based on multiple prior years of negative fund balances, inadequate financial reserves, and the use of increased enrollment assumptions in future projections without adequate support, the District has significant concerns regarding the accuracy and sufficiency of RCA's proposed multi-year projections.

Based on the current AMPS budgetary practices and records management, the District has significant concerns about RCA's current 2024-2025 school year general fund balance, reserves for economic uncertainties, and future budget projections. Therefore, the District requests that AMPS provide a written action plan, approved by its own governing board, as to how it will address and remedy RCA's budgetary shortfall, maintain an adequate reserve, and prevent a general fund deficit in future years.

## **Remediation Plan**

Again, the purpose of this Notice is to ensure that AMPS has an opportunity to address the concerns outlined herein prior to the Charter School's renewal determination hearing. Consistent with Education Code section 47607, subdivisions (e), the District is providing AMPS with an opportunity to cure or remedy the concerns set forth herein. If AMPS chooses to develop a Corrective Action Plan to address these concerns, please submit the Plan (approved by the AMPS Board of Directors) and any supporting documentation to Jeff Carter, Executive Director of Business Services: [jcarter@wccusd.net](mailto:jcarter@wccusd.net). Please be advised that AMPS must provide a written response to this correspondence, with an action plan as to these RCA concerns, on or before **April 12th, 2025**. If submitted, RCA's Corrective Action Plan should be concise, plainly stated, and to the point. This will provide the District with the opportunity to determine whether the Plan is sufficient and reasonable to the District and the community served by RCA.

At a minimum, the District expects that AMPS take the following steps to address the identified RCA concerns:

1. Provide documentation clearly describing the conditions leading to the unrestricted fund balance of negative \$880,516.00 at the close of the 2023-2024 school year;
2. Prepare an intervention plan that reduces expenditures and provides for adequate reserves, with a detailed explanation of the structural changes to RCA operations, as well as confirmation of the AMPS staff, administrators, and leadership responsible for implementing the plan;
3. Provide timely and complete responses to District inquiries, including the submission of complete and accurate financial reports and supporting documentation; and
4. Comply with all statutory deadlines for the submission of RCA financial reports.

## **Conclusion**

To demonstrate compliance with charter standards and applicable law, AMPS must take action to address the concerns identified in this letter. The failure to remediate these concerns may result in further District action.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Kim Moses, Ed.D., Interim Superintendent  
West Contra Costa Unified School District

## **EXHIBIT B. RESPONSE TO THE WCCUSD NOTICE TO CURE AND CORRECT**

April 12, 2025

By E-Mail: KMoses@wccusd.net

Kim Moses

Interim Superintendent

West Contra Costa Unified School District

Re: Richmond Charter Academy – Letter re: Fiscal Concerns (Education Code Section 47607, subd. (e).)

Dear Superintendent Moses,

We are in receipt of the above-mentioned letter, and write this response as our Corrective Action Plan.

### **I. Background:**

As has been expressed to the West Contra Costa Unified School District (WCCUSD) staff, Amethod Public Schools (AMPS) has experienced turnover in its leadership positions, including its finance leadership. This turnover, including the challenges and reflections, are described here (Appendix A). This is important background information to understand the context of fiscal management challenges at AMPS, and our plan to remedy.

When AMPS staff met with WCCUSD staff in November 2024, AMPS staff outlined that the 2023-24 Unaudited Actuals financials presented for Richmond Charter Academy (RCA) was their “worst case scenario” for the 2023-24 loss, and the negative ending fund balance of -\$506,509 could improve once audited. AMPS has since submitted its 2023-24 audited financial statements, by firm Christy White, a Professional Accountancy Corporation. **The audited ending fund balance at June 30, 2024 was -\$68,524.** This represents a significant shift toward positive, and the actual fund balance is shown in the corrected financial projections.

We understand that AMPS has had significant challenges related to its operations and financial management since 2021-2022; however, we are on a path to remedying these challenges with strong staff, a back office partner, and a board that is focused on expanding its governance and charter finance experience. The plan ensures that the challenges are not pervasive, and RCA will successfully implement the program set forth in its petition.

### **II. Response to Concerns**

AMPS understands WCCUSD’s concerns, and responds to the specific requirements from its Letter of Fiscal Concern as follows:

#### **A. Operating Deficit and Inadequate Reserves.**

As will be detailed below, with the correction to RCA’s 2023-24 audited financial statements, RCA has sustainable operations without the charge-off entries and without depreciation, a non-cash expense. Despite taking on these charge-offs and depreciation, RCA will have positive operations in 2024-25 and beyond, with a fund balance/reserve for economic uncertainty equal to or greater than 4%, which is a requirement for school districts with ADA of 301-1000.

## **B. Incomplete Reporting and Deficient Plan for Correction.**

AMPS has stated to WCCUSD's staff that it has been in a transition period, with previous staff and a previous back office provider unable to help obtain the requested documentation to WCCUSD. AMPS is now contracting with a back office provider, has experienced staff on board, has completed its 2023-24 audit, and will have the ability to provide WCCUSD with the reporting it requires. The plan for correction is two-fold - 1) correcting the 2023-24 financial statements, which is verified by the auditor, and 2) updating projections to infuse confidence in WCCUSD staff as to the reasonableness of said projections, and RCA and AMPS staff ability to implement the program and not substantially differ from the projections.

## **III. Remediation Plan**

AMPS is in receipt of WCCUSD's expectations that we take the following steps to address the identified RCA concerns:

### **1. Provide documentation clearly describing the conditions leading to the unrestricted fund balance of negative \$880,516.00 at the close of the 2023-2024 school year;**

The \$880,516 deficit reported during the 2023-2024 audit represents a combination of items mostly unposted or mis-posted items from prior years, that now discovered must be reported during this most recent financial year in order to bring the financial results into correct alignment.

**Audited financial statements for 2023-24 include a loss of -\$568,190, and an ending fund balance of -\$68,524. This is a substantial improvement from the "worst case scenario" that AMPS presented, in an effort of transparency and conservatism, of -\$1,006,175, and -\$506,509, respectively.**

For example:

Charge-off entries made during 2023-2024 include:

2019-2020 -\$8,286.20

2020-2021 \$7,414.23

2021-2022 -\$21,404.57

2022-2023 \$406,203.97

Total \$383,927.43

One could argue that the charge off for 2022-2023 could have been delayed until 2025-2026, however, it is imperative that the books for this school be cleared of unmonitored transactions in order to move forward in a positive way. Another discovered oversight was the lack of depreciation expense for the \$4.9M of building improvements completed in 2021. For reasons unknown, depreciation was not included on the books for RCA for the years 2021-2023. For 2023-24, in addition to the \$246K in annual depreciation, a portion of the unrecognized depreciation (\$148K of \$740K) was recognized in 2024. **The addition of the additional prior year depreciation and prior year charge offs total \$532K.** This is well over half of the deficit reported for 2023-24.

### **2. Prepare an intervention plan that reduces expenditures and provides for adequate reserves, with a detailed explanation of the structural changes to RCA operations, as well**

**as confirmation of the AMPS staff, administrators, and leadership responsible for implementing the plan;**

**Explanation of Structural Changes to RCA/AMPS Operations:**

- Chief Operating Officer position added, with experience in charter school finance, to oversee the finance department. Charter Schools Development Center (CSDC) and California Association of School Business Officials (CASBO) trained and certified.
- New Senior Director of Finance to lead the finance department, with extensive charter school financial experience. Also CSDC & CASBO trained and certified.
- Contracting with retired Charter School CFO and trainer with CSDC to monitor and provide advice regarding accounting transactions and reconciliations.
- Contracted a new back-office service provider with broad charter school experience, which ensures consistency in accounts payable, accounting, and financial reporting.
- Enhanced Fiscal Policies & Procedures (Appendix B) in July 2024, and updated in January 2025, to ensure proper fiscal controls.
- Extensive training on Fiscal Policies and Procedures for not only finance department staff, but all staff involved in purchasing.
- Added Procurify and ContractWorks to manage the approval, purchasing, and contract process.
  - Procurify streamlines our purchasing and accounts payable process
  - ContractWorks holds contracts and will track deliverables as needed
- Leadership Coach for CEO and C-Suite
- Governance Coach for AMPS Board
- Cancellation of any contracts in question, including LEAF and J&V Integrated
- Forensic Audit - in progress, performed by KPMG

**Confirmation of AMPS Leadership Responsible for implementation:**

RCA/AMPS has implemented operational changes, including the addition of Adrienne Barnes (Acting CEO) and Kimberly Palmore (Senior Director of Finance & Administration) - these two positions are the AMPS staff members that are currently responsible for this Corrective Action Plan (CAP). AMPS has also contracted Charter Impact as its back-office provider and a retired CFO. AMPS' leadership is leveraging the experience of these two contractors in finance and accounting, to ensure appropriate internal controls, as well as that multiple experts review work. Our top priority is producing timely, accurate, and reliable reports and records, as evidenced in our Second Interim Report being filed with WCCUSD on time. The leadership team understands the importance of timely financial reporting and is committed to maintaining it. The updated forecast information is detailed below.

**Corrected Financial Projections/Updated Projections/Plan for Adequate Reserves  
Corrected Financial Projections for Renewal Petition**

Given the updated beginning fund balance for 2024-25 and revised annual depreciation,



please find the updated/corrected financial projections here (Appendix C) for the renewal petition based on the audited financial statements.

As noted above, depreciation for the buildout of 1450 Marina Way, Richmond, was not recorded nor reported until the 2023-24 Unaudited Actuals. This resulted in a need to

- 1) understand the costs associated with RCA, compared to Richmond Charter Elementary - Benito Juarez, and the Home Office, and
- 2) add/update depreciation for the schools/home office.

### **Further Updated Projections**

AMPS agrees with WCCUSD's concerns about ensuring our projections are conservative, and offer updated projections are found here (Appendix D), and explained as follows:

Below is the financial narrative and summary for Richmond Charter Academy (RCA), comparing the FY24-25 Original Budget to the February 2025 Forecast, with corrected fund balance, annual depreciation, and operating assumptions. This narrative outlines key changes in assumptions related to enrollment, ADA, attendance yield, revenues, and expenditures. It also incorporates significant corrections to depreciation. Highlights include a projected small positive ending fund balance in FY24–25 and a compliant (above 4%) Fund Balance by the end of FY25–26—specifically, 4.4% of annual expenses, despite lowering ADA assumptions.

The beginning fund balance for FY24–25 is now corrected at negative \$68,524, which is a significant improvement over prior reports and aligns with final audited financials. FY25–26 reflects the conservative enrollment projection of 320 students, as submitted in the original renewal projections, representing a 5% increase over prior year. RCA has typically had a waitlist, but capped its enrollment at 300 due to ensuring a total student cap within its current building. It is now increasing its open spaces for enrollment to 330 (but still only projecting 320 in 2025-26). The attendance yield has also been revised from 95% to 93% to provide a more cautious basis for enrollment and ADA projections. However, under new leadership, AMPS/RCA is increasing its attendance efforts, including enhanced communication with families, and incentives for students to attend daily. FY26–27 assumes enrollment at 330 and ADA at 307, based on the 93% attendance yield.

### **Students: Enrollment, Demographics, and Average Daily Attendance**

RCA's revenue is primarily driven by student enrollment and attendance. Average Daily Attendance (ADA) is calculated by dividing aggregate attendance over a reporting period by the number of school days in that period. ADA plays a critical role in determining revenue.

To maintain a conservative stance, the original budget assumed a 95% attendance rate. FY24–25 enrollment and ADA figures have now been updated to reflect official P-1 data reported to the State. The Original Budget projected enrollment at 300 and ADA at 285 (95% yield), whereas P-1 data reports enrollment at 295 and ADA at 274.75 (93% yield). This represents a decrease of 5 enrolled students and a reduction of approximately 10.25 ADA.

Projections for FY25–26 and FY26–27 reflect enrollments of 320 and 330, with ADAs of 297.60 and 306.90, respectively, all based on the 93% yield assumption. The attendance yield was lowered for a more consistent approach that is supported with current data.

## **Revenue**

RCA's average per-pupil funding is projected at approximately \$20,646/ADA. LCFF (Local Control Funding Formula) state revenues remain the primary funding source, contributing about 63% of total revenues on average. Revenues are regularly monitored and updated as new estimates are provided. Key updates include the use of P-1 data, the inclusion of ESSER funds, removal of CCSPF funds, and a received settlement—all affecting total revenue. This information is reflected in the February 2025 forecast and summarized below.

### **Revenue Summary (compared to 2024–25 Original Budget):**

**Overall revenue** is projected to increase by \$88K.

**a. State Aid – LCFF:** Decrease of \$128K due to a 10.25 reduction in ADA.

**b. Federal Revenue:** Increase of \$90K, largely from the addition of \$104K in ESSER funding, now fully expended this year.

**c. Other State Revenue:** Decrease of \$166K. This includes the removal of \$238K in CCSPF funds, offset by \$44K in AMS-Prop 28, \$39K in increased ELOP funding, and \$8K more in ERMHS. All funding streams have been updated using the latest information and/or CDE allocations.

**d. Other Local Revenue:** Increase of \$292K due to a settlement received in August.

## **Expenditures**

### **Expenditure Summary (compared to 2024–25 Original Budget):**

Total expenditures are projected to increase by \$59K.

**a. Salaries and Employee Benefits:** Projected to decrease by \$891K, due to 6 unfilled and 1 eliminated teaching position. On the classified side, 1 tutor and 1 custodian position remain unfilled. All classified administrator salaries (object code 2300) were removed due to removal of CCSPF funding. Substitute and janitorial service costs on the operational side have increased accordingly. FY25–26 and FY26–27 restore teaching positions, with only one teaching role removed as ESSER funding ends.

**b. Books and Supplies:** Increased by \$138K, mainly from \$71K in textbooks and core curriculum (Amplify Education, Great Minds, TCI), all coded to ESSER. \$38K in curriculum software (Curriculum Associates Licenses) was also added.

**c. Services Agreement:** Increased by \$454K, primarily for substitute teacher services due to staffing vacancies. Vendors include Scoot Education and Industry Specific Substitute Services. FY25–26 and FY26–27 only include \$50K in substitute costs, assuming vacancies are filled.

**d. Operations & Housekeeping:** Increased by \$48K due to outsourcing janitorial services following the elimination of 1 custodian role (object code 2200).

**e. Facilities, Repairs & Leases:** Increased by \$201K to reflect actual FY24–25 lease costs. Note that SB740 funding is oversubscribed per the latest data from the California Municipal Finance Authority.

**f. Professional/Consulting Services:** Reduced by \$328K, largely from a \$423K reduction in the CMO management fee—now set at \$200K (3.5% of revenue vs. the originally budgeted 10%). FY25–26 and FY26–27 project a 6% CMO fee.

**g. Depreciation:** Corrected and updated following completion of the FY23–24 audit. Originally budgeted at \$44K, updated in the 2023-24 Unaudited Actuals to a conservative \$607,644, and it is now projected at \$481K for FY24–25. Depreciation is estimated at \$473K for FY25–26 and \$442K for FY26–27. The scheduled depreciation is listed below as follows:

- 2024-2025 \$481,328.14
- 2025-2026 \$473,347.03 (equipment depreciation terminates)
- 2026-2027 \$442,066.97
- 2027-2028 \$442,066.97
- 2028-2028 \$293,917.97 (5 year payback of 2021-2023 depreciation ends)

## **Fund Balance**

The Ending Fund Balance and Reserve for Economic Uncertainties (REU) have been updated to reflect improved fiscal management with a conservative approach to revenue. RCA is projected to end FY24–25 with a small but positive fund balance of \$39K. This balance will grow to \$256K (4.4% of expenses) in FY25–26 and \$293K (4.9%) in FY26–27.

These projections eliminate the previously expected FY24–25 operating deficit and show RCA beginning to build adequate reserves this fiscal year—reaching over 3% by the end of FY25–26. This marks a significant improvement and directly addresses a major concern cited in the Notice of Concern. RCA leadership is fully committed to planning for surpluses in all future fiscal years.

## **Cash Flow**

Cash flow has historically been strong at RCA, and FY24–25 is no exception. The school is projected to end the fiscal year with over \$1.89M in cash, representing 34% of annual expenditures. Regular apportionments support this reserve, while projected surpluses position the school well to manage future uncertainties and support growth. Positive cash reserves and a positive fund balance supports and demonstrates RCAs ability to implement the RCA Charter Plan successfully.

## **Plan for Adequate Reserves**

Given the corrections (based on audited financials) to the original petition submission, RCA has adequate reserves as of June 30, 2025.

If WCCUSD uses the updated projections, based on AMPS' further effort in conservatism, RCA has adequate reserves as of June 30, 2026. With the available cash flow and network-wide strength in financial standing, RCA has the ability to return to good standing with WCCUSD, with positive operations and strong reserves.

The leadership team will also continue to closely monitor budgets and forecasts as well as provide timely reporting to its authorizer and County Office of Education. The primary goal remains to align expenditures with the priorities outlined in the Local Control and Accountability Plan (LCAP), ensuring the needs of all students are addressed.

**3. Provide timely and complete responses to District inquiries, including the submission of complete and accurate financial reports and supporting Documentation;**

WCCUSD and AMPS are growing their partnership, and we appreciate that staff is amenable to working through questions, concerns, and challenges with us. AMPS leadership understands the need for the submission of complete and accurate financial reports and supporting documentation. Our new systems of using a back office service, more experienced and highly trained finance team members, and a network-wide understanding of a requirement of on-time submissions, will ensure that AMPS provides timely and complete responses to District inquiries, including the submission of complete and accurate financial reports and supporting documentation, as evidenced by the on-time and complete Second Interim Reports.

**How is Richmond Charter Academy going to ensure that the books are correct and that it has adequate reserves for operations?**

**• Steps have been taken to hire new staff with more experience in charter school accounting**

- o New COO/Interim CEO with extensive charter school financial experience
- o New Senior Director of Finance with extensive charter school financial experience.
- o Contracting with retired Charter School CFO to monitor and provide advice regarding accounting transactions and reconcilements.
- o Hiring a new back-office service provider with broad charter school experience.

**Future steps to ensure alignment with West Contra Costa Unified School District**

- o Propose meeting on a monthly basis (after monthly close) to review current financials including balance sheets, statement of activities and cash flows, Forecasts for enrollment/ADA and expenses.
- o Quarterly review meeting to discuss and receive feedback on all operational and financial activities.
- o Actively recruiting new members of the Board with charter experience to enhance board capabilities and talents.

**What we ask of West Contra Costa Unified School District:**

- o Allow Richmond Charter Academy to continue operating with benchmarks as noted above. This will provide ample time to complete the overhaul of the accounting system and clear out years old transactions that have continued to be identified. Should WCCUSD be unsatisfied with any response or projection, notify AMPS of such, and allow time to cure.

- o Allowing the school to operate will allow for continued training of staff on improved policies and procedures to protect and improve assets that belong to the school.
- o Amethod Public Schools has a long track record of providing excellent educational opportunities for the students of our community. It would be heartbreaking to close the school and punish the students for what is an adult transgression.

#### **4. Comply with all statutory deadlines for the submission of RCA financial reports.**

As noted through our response, our current leadership team is well-versed in adhering to timelines set forth by agencies and authorizers, and the importance of abiding by specified deadlines. It has always been our requirement to meet all reporting requirements by the stated deadline, specifically for RCA financial reports. We understand that the ability to timely review and respond to financial reports, both at the AMPS level and the WCCUSD level, is critical to ensuring proper financial management, and to move nimbly when necessary.

### **III. Summary**

AMPS current leadership and Board are accepting responsibility for past mistakes, holding accountability for future requirements, and want to be a partner and ally to WCCUSD, in service of our community. Our steps in strengthening our team, unwinding prior accounting mistakes, and setting up systems to ensure AMPS does not face these challenges in the future, has moved swiftly but is a shift that does take time. We intend to continue to improve both our team and our practices, and expect to be an organization that showcases how Districts and their authorized charter schools can make meaningful gains in ensuring full compliance with a focus on strong student outcomes. AMPS has taken action to address the concerns identified in WCCUSD's letter, and will continue to communicate and re-evaluate its systems to ensure these concerns are addressed and remedied moving forward.

Should any additional information or clarification be needed, please do not hesitate to reach out to any member of the AMPS Board or our leadership team.

Sincerely,  
Adrienne Barnes  
Acting Chief Executive Officer  
Amethod Public Schools  
abarnes@amethodschools.org  
510-734-1555

1450 Marina Way S., Richmond, CA 94804 • Office 510.436.0172 • • www.amethodschools.org  
Fax 510.436.0173

**EXHIBIT C. RCA RESPONSE TO WCCUSD LETTER TO CURE  
(APPENDIX D)**

**[see spreadsheet over next 4 pages]**

# FY24-25 Forecast Richmond Charter Academy

## Multi-Year Forecast

Revised 4/3/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.43%	3.52%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	295	320	330
Average Daily Attendance	274.75	297.60	306.90
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 2,132,837	\$ 2,367,716	\$ 2,594,069
8012 Education Protection Account	432,033	504,944	522,718
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	1,026,662	1,112,045	1,146,797
	<u>3,591,532</u>	<u>3,984,705</u>	<u>4,263,584</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	40,880	40,880	38,688
8182 Special Education - Discretionary	-	-	-
8220 Federal Child Nutrition	92,309	99,986	103,111
8290 Title I, Part A - Basic Low Income	91,693	99,319	102,422
8291 Title II, Part A - Teacher Quality	9,732	10,541	10,871
8293 Title III - Limited English	-	-	-
8294 Title IV	10,000	10,000	10,000
8295 Charter Facility Incentive Grant	-	-	-
8296 Other Federal Revenue	107,187	-	-
8299 Prior Year Federal Revenue	-	-	-
	<u>351,801</u>	<u>260,726</u>	<u>265,092</u>
<b>Other State Revenue</b>			
8311 State Special Education	258,002	263,713	281,527
8520 Child Nutrition	13,462	14,581	15,037
8545 School Facilities (\$8740)	374,814	415,851	433,410
8550 Mandated Cost	5,526	5,511	5,970
8560 State Lottery	75,007	81,245	83,784
8598 Prior Year Revenue	(5,243)	-	-
8599 Other State Revenue	629,617	660,162	564,131
	<u>1,351,184</u>	<u>1,441,064</u>	<u>1,383,859</u>
<b>Other Local Revenue</b>			
8634 Food Service Sales	-	-	-
8650 Lease and Rental Income	-	-	-
8660 Interest Revenue	-	-	-
8689 Other Fees and Contracts	291,500	291,500	-
8698 ASB Fundraising	-	-	-
8699 School Fundraising	-	-	-
8980 Contributions, Unrestricted	86,354	93,536	96,459
8990 Contributions, Restricted	-	-	-
	<u>377,854</u>	<u>385,036</u>	<u>96,459</u>
<b>Total Revenue</b>	<b>\$ 5,672,371</b>	<b>\$ 6,071,532</b>	<b>\$ 6,008,994</b>
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	736,710	1,153,502	1,190,779
1170 Teachers' Substitute Hours	30,000	30,729	31,811
1175 Teachers' Extra Duty/Stipends	30,000	29,162	27,918
1200 Pupil Support Salaries	82,002	83,998	86,954
1300 Administrators' Salaries	327,664	336,790	348,645
1900 Other Certificated Salaries	-	-	-
	<u>1,206,376</u>	<u>1,634,180</u>	<u>1,686,107</u>

# FY24-25 Forecast Richmond Charter Academy

## Multi-Year Forecast

Revised 4/3/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Classified Salaries</b>			
2100 Instructional Salaries	416,969	420,231	435,023
2200 Support Salaries	75,733	82,673	85,583
2300 Classified Administrators' Salaries	-	-	-
2400 Clerical and Office Staff Salaries	111,905	119,426	123,630
2900 Other Classified Salaries	-	-	-
	604,607	622,330	644,236
<b>Benefits</b>			
3101 STRS	-	-	-
3202 PERS	-	-	-
3301 OASDI	110,421	137,998	142,509
3311 Medicare	25,824	32,274	33,329
3401 Health and Welfare	130,000	147,781	152,983
3501 State Unemployment	13,780	14,186	14,099
3601 Workers' Compensation	24,383	31,161	32,179
3901 Other Benefits	6,382	11,129	11,493
	310,791	374,529	386,592
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	90,723	98,268	101,339
4200 Books and Other Materials	1,000	1,083	1,117
4302 School Supplies	34,122	36,959	38,114
4303 Technology Supplies	365	396	408
4304 Non-Instructional Supplies	1,729	1,872	1,931
4305 Software	56,401	61,092	63,001
4335 PE/MS/HS Sports Supplies/SA Supplies & Materials	620	684	720
4350 Uniforms	-	-	-
4326 Art & Music Supplies	1,505	1,663	1,749
4327 MS/HS Sports Supplies	2,500	2,762	2,905
4328 SA Supplies & Materials	1,776	1,812	1,848
4310 Office Expense	7,802	7,958	8,117
4311 Business Meals	2,500	2,550	2,601
4315 Custodial Supplies	12,914	13,172	13,435
4320 Educational Software	18,144	18,507	18,877
4720 Other Food	10,357	10,564	10,775
4312 School Fundraising	-	-	-
4400 Noncapitalized Equipment	5,000	5,100	5,202
4420 Noncapitalized Computer Equipment	10,000	11,048	11,621
4421 Noncapitalized Classroom Furniture, Equipment & Supplies	-	-	-
4700 Food Services	105,771	116,859	122,921
	363,227	392,349	406,682
<b>Subagreement Services</b>			
5101 Nursing	-	-	-
5102 Special Education	132,142	145,995	153,568
5103 Substitute Teacher	502,667	50,000	50,000
5104 Transportation	2,604	2,656	2,709
5105 Security	14,820	15,117	15,419
5878 Student Assessment	-	-	-
5106 Other Educational Consultants	30,000	30,600	31,212
	682,234	244,368	252,909
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	2,843	2,900	2,958
5300 Dues & Memberships	6,160	6,283	6,409
5400 Insurance	75,000	78,750	82,688
5501 Utilities	127,701	134,086	140,790
5502 Janitorial Services	52,449	53,498	54,568
5516 Miscellaneous Expense	-	-	-
5531 ASB Fundraising Expense	-	-	-



# FY24-25 Forecast Richmond Charter Academy

## Multi-Year Forecast

Revised 4/3/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
5900 Communications	15,000	15,300	15,606
5901 Postage and Shipping	1,208	1,233	1,257
	280,362	292,050	304,276
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	1,000,487	1,030,502	1,061,417
5602 Additional Rent	-	-	-
5603 Equipment Leases	18,477	18,846	19,824
5604 Other Leases	-	-	-
5625 Storage	-	-	-
5605 Real/Personal Property Taxes	30,719	33,939	35,700
5615 Repairs and Maintenance - Building	50,000	51,000	52,020
5616 Repairs and Maintenance - Computers	-	-	-
5618 Repairs and Maintenance - Auto	-	-	-
5610 Repairs and Maintenance	3,479	3,843	4,043
	1,103,161	1,138,130	1,173,002

**FY24-25 Forecast Richmond Charter Academy**  
**Multi-Year Forecast**  
Revised 4/3/25



	2024-25	2025-26	2026-27
	Forecast	Forecast	Forecast
<b>Professional/Consulting Services</b>			
5801 IT	15,000	15,300	15,606
5802 Audit & Taxes	21,473	21,902	22,341
5803 Legal	20,300	20,706	21,120
5816 Legal Settlements	54,918	18,217	-
5804 Professional Development	27,197	27,741	28,296
5805 General Consulting	54,285	59,975	63,086
5806 Special Activities/Field Trips	5,000	5,524	5,551
5830 Field Trips	-	-	-
5839 Fundraising Fees	-	-	-
5873 Sports Contractors	-	-	-
5874 Sports	-	-	-
5877 Student Activities	1,042	1,152	1,211
5807 Bank Charges	55	61	64
5808 Printing	-	-	-
5809 Other taxes and fees	18,268	20,183	21,230
5836 Fingerprinting	1,979	2,187	2,300
5810 Payroll Service Fee	11,937	13,189	13,873
5811 Management Fee	200,000	364,292	360,540
5812 District Oversight Fee	35,915	39,847	42,636
5813 Business Services	59,260	65,748	70,349
5814 SPED Encroachment	1,584	1,750	1,841
5815 Public Relations	-	-	-
5851 Marketing and Student Recruiting	529	584	614
5875 Staff Recruiting	4,394	4,854	5,106
	<u>533,136</u>	<u>683,211</u>	<u>675,764</u>
<b>Depreciation</b>			
6900 Depreciation Expense	481,328	473,347	442,067
	<u>481,328</u>	<u>473,347</u>	<u>442,067</u>
<b>Interest</b>			
7438 Interest Expense	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<b>\$ 5,565,222</b>	<b>\$ 5,854,494</b>	<b>\$ 5,971,635</b>
<b>Surplus (Deficit)</b>	<b>\$ 107,149</b>	<b>\$ 217,037</b>	<b>\$ 37,358</b>
<b>Fund Balance, Beginning of Year</b>	<b>\$ (68,524)</b>	<b>\$ 38,625</b>	<b>\$ 255,662</b>
<b>Fund Balance, End of Year</b>	<b>\$ 38,625</b>	<b>\$ 255,662</b>	<b>\$ 293,020</b>
<b>Ending Fund Balance, as percent of Expenditures</b>	<b>0.7%</b>	<b>4.4%</b>	<b>4.9%</b>

**EXHIBIT D. COUNTY OFFICE NOTICE OF CONCERN– 2/21/2023**

**Contra Costa County Office of Education  
7 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388  
Lynn Mackey, Superintendent of Schools  
February 21, 2023  
Via: Postal and Electronic Mail**

**Allyson Schoolcraft, Executive Director  
AMPS Richmond Charter Academy  
1450 Marina Way South  
Richmond, CA 94804**

**RE: Notice of Concern - Fiscal Solvency**

**Dear Director Schoolcraft:**

**This letter constitutes a formal Notice of Concern to Richmond Charter Academy ("School") Leadership. The Contra Costa County Office of Education has reviewed the School's 2022-23 First Interim Report and has serious concerns about the fiscal solvency of the organization. Richmond Charter Academy's 2021-22 Unaudited Actuals reflected a net decrease in fund balance of \$(632,666.63). The current year projections submitted in the 2022-23 First Interim Report reflect a net decrease in unrestricted fund balance of \$(796,415.61). We also noted a restricted fund transfer of \$(801,045.17) which is an unusual transaction. The School appears to be developing a pattern of deficit spending that is indicative of financial distress. In addition, the School's ending reserves are below what is considered to be an acceptable level both in the current and projected future years. As a benchmark for a healthy reserve standard, the School should be guided by CCR, Title 5, Section 15450 and maintain prudent reserves at least equivalent to those required of a school district of similar size. Based on the reported ADA of Richmond Charter Academy, the reserve expectation is four percent (4%). As it stands, the current budget for the School is unsustainable and even a minor reduction in revenue or a continued pattern of deficit spending could lead to fiscal insolvency. Based on our understanding of the School's current financial status and the oversight authority granted to the County Superintendent of Schools pursuant to EC §47604.3 and EC §47604.4, we request that you prepare and submit the following:**

- 1. Revised multi-year budget projections that restore fiscal solvency (e.g. meet the 4% minimum reserve standard)**
- 2. Accompanying narrative highlighting the budget revisions made to balance the revised MYP**

**3. Explanation of the above noted restricted fund transfer including supporting documentation Please provide written confirmation that the School has taken the above steps, and submit pertinent documentation, to our office no later than Wednesday, March 15th, 2023. If you have any questions or concerns, please reach out to me via phone or email to schedule an appointment.**

**Sincerely,**

**l e a r n • l e a d • a c h i e v e / w w w . c o c o s c h o o l s . o r g**

**Neil McChesney**

**Coordinator, Charter School Oversight**

**Contra Costa County Office of Education**

**(925) 942-3381**

**nmcchesney@cccoe.k12.ca.us**

**CC: Marsha Tokuyoshi, CCCOE Senior Director, Educational Services**

**Lynn Mackey, CCCOE Superintendent of Schools**

**Margarita Romo, WCCUSD Business Services Coordinator**

**Robert McEntire, WCCUSD Associate Superintendent, Business Services**

## **EXHIBIT E. AMPS RESPONSE TO CCCOE NOTICE OF CONCERN – 3/14/2023**

**3/14/2023**

**Neil McChesney, Coordinator, Charter School Oversight  
Contra Costa County Office of Education**

**RE: RCA Fiscal Solvency Letter of Concern Response  
Attachments: RCA MYP 22/23-24/25**

**Thank you for the opportunity to discuss the impact of the fiscal solvency of Richmond Charter Academy.**

**To address the fiscal concerns, we have identified allowable restricted expenses that offset expenses in the unrestricted accounts and have revised the current year budget and multi-year budget projections as follows:**

- Offset rent expense by \$380,314 using SB 740 funds**
- Recalculated Services and Other Operating Expenses to reflect activities through 1/31/2023 and adjusted the amounts based on actuals and projected the cost through 6/30/2023**
- Offset professional/consulting expenses for special education contracts from unrestricted expenses to restricted expenses by \$432,327**
- Not replacing staff positions for the remainder of the fiscal year**
- Cutoff non-recurring expenses for the remainder of the fiscal year**
- Updated both certificated and classified salaries along with the benefits to reflect actual cost through 1/31/2023 and projected the cost through 6/30/2023**

**The restricted fund transfer was made to account for the activity as described above. We will no longer make this type of transfer to alleviate any concerns. Please let me know if you have any questions.**

**Marie Arce  
Director of Finance  
Amethod Public Schools**

**EXHIBIT F. AMETHOD RCA MULTI-YEAR PROJECTION 3/15/2023**

RICHMOND CHARTER ACADEMY									
MULTI-YEAR PROJECTION									
<i>This charter school uses the following basis of accounting:</i>									
	X	Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)							
		Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)							
					FY 2022-23			Totals for	Totals for
			Description	Object Code	Unrestricted	Restricted	Total	2023-24	2024-25
A.	REVENUES								
	1.	LCFF/Revenue Limit Sources							
			State Aid - Current Year	8011	1,814,392.00	0.00	1,814,392.00	1,998,968.00	2,117,908.00
			Education Protection Account State Aid - Current Year	8012	829,775.00	0.00	829,775.00	900,008.00	936,188.00
			State Aid - Prior Years	8019	8,344.00	0.00	8,344.00		
			Transfers to Charter Schools in Lieu of Property Taxes	8096	946,128.00	0.00	946,128.00	960,683.00	960,683.00
			Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
			Total, LCFF Sources		3,598,639.00	0.00	3,598,639.00	3,859,659.00	4,014,779.00
	2.	Federal Revenues							

		No Child Left Behind/Every Student Succeeds Act	8290	0.00	120,163.00	120,163.00	109,690.00	109,690.00
		Special Education - Federal	8181, 8182	0.00	34,500.00	34,500.00	40,625.00	41,250.00
		Child Nutrition - Federal	8220	0.00	53,548.00	53,548.00	54,372.00	54,372.00
		Donated Food Commodities	8221	0.00	0.00	0.00		
		Other Federal Revenues	8110, 8260-8299	0.00	360,270.00	360,270.00	209,600.00	
		Total, Federal Revenues		0.00	568,481.00	568,481.00	414,287.00	205,312.00
3.	Other State Revenues							
		Special Education - State	StateRevenueSE	0.00	256,025.00	256,025.00	267,670.00	267,670.00
		All Other State Revenues	StateRevenueAO	107,275.67	923,996.00	1,031,271.67	810,218.00	810,742.00
		Total, Other State Revenues		107,275.67	1,180,021.00	1,287,296.67	1,077,888.00	1,078,412.00
4.	Other Local Revenues							
		All Other Local Revenues	LocalRevenueAO	0.00	93,636.00	93,636.00	95,077.00	95,077.00
		Total, Local Revenues		0.00	93,636.00	93,636.00	95,077.00	95,077.00
5.	TOTAL REVENUES			3,705,914.67	1,842,138.00	5,548,052.67	5,446,911.00	5,393,580.00
B.	EXPENDITURES							
1.	Certificated Salaries							
		Certificated Teachers' Salaries	1100	855,641.74	4,054.94	859,696.68	857,000.00	903,000.00
		Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		

			Certificated Supervisors' and Administrators' Salaries	1300	248,465.95	47,126.47	295,592.42	345,000.00	356,000.00
			Other Certificated Salaries	1900	0.00	0.00	0.00		
			Total, Certificated Salaries		1,104,107.69	51,181.41	1,155,289.10	1,202,000.00	1,259,000.00
	2.	Non-certificate d Salaries							
			Non-certificated Instructional Aides' Salaries	2100	103,766.74	257,211.67	360,978.41	480,500.00	482,500.00
			Non-certificated Support Salaries	2200	119,534.18	165,823.32	285,357.50	212,500.00	220,500.00
			Non-certificated Supervisors' and Administrators' Sal.	2300	42,968.28	19,371.00	62,339.28		
			Clerical and Office Salaries	2400	84,292.63	45,939.60	130,232.23	117,000.00	121,000.00
			Other Non-certificated Salaries	2900	0.00	0.00	0.00		
			Total, Non-certificated Salaries		350,561.83	488,345.59	838,907.42	810,000.00	824,000.00
					FY 2022-23			Totals for	Totals for
			Description	Object Code	Unrestricted	Restricted	Total	2023-24	2024-25
	3.	Employee Benefits							
			STRS	3101-3102	0.00	0.00	0.00		
			PERS	3201-3202	0.00	0.00	0.00		
			OASDI / Medicare / Alternative	3301-3302	111,282.22	41,273.82	152,556.03	151,478.00	157,107.00
			Health and Welfare Benefits	3401-3402	91,599.13	39,199.97	130,799.10	191,240.00	200,309.00
			Unemployment Insurance	3501-3502	48,004.09	17,804.39	65,808.49	19,772.00	20,709.00
			Workers' Compensation Insurance	3601-3602	18,445.21	6,841.20	25,286.41	43,230.00	44,756.00



			OPEB, Allocated	3701-37 02	0.00	0.00	0.00		
			OPEB, Active Employees	3751-37 52	0.00	0.00	0.00		
			Other Employee Benefits	3901-39 02	2,970.55	5,112.48	8,083.03	26,841.00	27,788.00
			Total, Employee Benefits		272,301.20	110,231.86	382,533.06	432,561.00	450,669.00
4.		Books and Supplies							
			Approved Textbooks and Core Curricula Materials	4100	61,117.89	12,982.00	74,099.89	59,458.00	62,430.00
			Books and Other Reference Materials	4200	7,183.87	138.79	7,322.66	3,150.00	3,308.00
			Materials and Supplies	4300	75,983.73	23,173.32	99,157.05	131,804.00	138,394.00
			Noncapitalized Equipment	4400	44,038.70	4,877.88	48,916.58	44,802.00	47,042.00
			Food	4700	6,224.13	24,702.00	30,926.13	63,255.00	66,418.00
			Total, Books and Supplies		194,548.32	65,873.99	260,422.31	302,469.00	317,592.00
5.		Services and Other Operating Expenditures							
			Subagreements for Services	5100	0.00	0.00	0.00		
			Travel and Conferences	5200	5,150.64	0.00	5,150.64	2,651.00	2,784.00
			Dues and Memberships	5300	6,638.57	0.00	6,638.57	5,065.00	5,318.00
			Insurance	5400	57,379.68	0.00	57,379.68	49,613.00	52,093.00
			Operations and Housekeeping Services	5500	128,699.00	2,520.00	131,219.00	136,236.00	143,048.00
			Rentals, Leases, Repairs, and Noncap. Improvements	5600	562,741.00	380,314.00	943,055.00	1,082,328.00	1,079,242.00
			Transfers of Direct Costs	5700-57 99	0.00	0.00	0.00		

			Professional/Consulting Services and Operating Expend.	5800	856,446.00	432,327.00	1,288,773.00	1,270,044.00	1,124,512.00
			Communications	5900	7,060.10	0.00	7,060.10	15,435.00	16,207.00
			Total, Services and Other Operating Expenditures		1,624,114.99	815,161.00	2,439,275.99	2,561,372.00	2,423,204.00
6.		Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)							
			Land and Land Improvements	6100-6170	0.00	0.00	0.00		
			Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
			Books and Media for New School Libraries or Major Expansion of School Libraries						
			Libraries	6300	0.00	0.00	0.00		
			Equipment	6400	0.00	0.00	0.00		
			Equipment Replacement	6500	0.00	0.00	0.00		
			Depreciation Expense (for accrual basis only)	6900	49,714.00	0.00	49,714.00	49,714.00	49,714.00
			Total, Capital Outlay		49,714.00	0.00	49,714.00	49,714.00	49,714.00
7.		Other Outgo							
			Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
			Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
			Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
			Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		

			All Other Transfers	7280-72 99	0.00	0.00	0.00		
			Transfers of Indirect Costs	7300-73 99	0.00	0.00	0.00		
			Debt Service:						
			Interest	7438	0.00	0.00	0.00		
			Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
			Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
	8.	TOTAL EXPENDITURE S			3,595,348.03	1,530,793.85	5,126,141.88	5,358,116.00	5,324,179.00
C.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.								
	BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)				110,566.64	311,344.15	421,910.79	88,795.00	69,401.00
					FY 2022-23			Totals for	Totals for
			Description	Object Code	Unrestricted	Restricted	Total	2023-24	2024-25
D.	OTHER FINANCING SOURCES / USES								
	1.	Other Sources		8930-89 79	0.00	0.00	0.00		
	2.	Less: Other Uses		7630-76 99	0.00	0.00	0.00		

	3.	Contributions Between Unrestricted and Restricted Accounts							
		(must net to zero)		8980-8999	0.00	0.00	0.00		
	4.	TOTAL OTHER FINANCING SOURCES / USES			0.00	0.00	0.00	0.00	0.00
E.		NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			110,566.64	311,344.15	421,910.79	88,795.00	69,401.00
F.		FUND BALANCE, RESERVES							
	1.	Beginning Fund Balance							
		a.	As of July 1	9791	32,127.89	0.00	32,127.89	454,038.68	542,833.68
		b.	Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
		c.	Adjusted Beginning Balance		32,127.89	0.00	32,127.89	454,038.68	542,833.68
	2.	Ending Fund Balance, June 30 (E + F.1.c.)			142,694.53	311,344.15	454,038.68	542,833.68	612,234.68
		Components of Ending Fund Balance:							
		a.	Nonspendable						
			Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		

			Stores (equals object 9320)	9712	0.00	0.00	0.00		
			Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
			All Others	9719	0.00	0.00	0.00		
		b. Restricted		9740	0.00	311,344.15	311,344.15		
		c.	Committed						
			Stabilization Arrangements	9750	0.00	0.00	0.00		
			Other Commitments	9760	0.00	0.00	0.00		
		d	Assigned						
			Other Assignments	9780	0.00	0.00	0.00		
		e.	Unassigned/Unappropriated						
			Reserve for Economic Uncertainties	9789	81,205.75	0.00	81,205.75	267,905.80	266,208.95
			Unassigned/Unappropriated Amount	9790	61,488.78	0.00	61,488.78	274,927.88	346,025.73

## EXHIBIT G. SCHOOL ANNUAL AND RENEWAL SITE VISIT REPORT

### West Contra Costa Unified School District

#### Charter Site Visit Staff Report

##### School Overview

<b>School Name</b>	Richmond Charter Academy
<b>Charter Management Organization</b>	Amethod Public Schools
<b>Grades Served</b>	6 - 8
<b>5 year enrollment history (2020-2024)</b>	261, 276, 324, 292, 296
<b>School Location</b>	1450 Marina Way South Richmond, CA 94804-1718

##### Summary of Findings

This report summarized the site visit, materials reviews, and school quality Assessment information in the Strengths / Opportunities table below..

Strengths	Opportunities
<p><b>Safe Environment:</b> Students and parents generally agree that the school provides a safe environment.</p> <p><b>Instructional Resources:</b> Classrooms are organized, and the school has up-to-date curriculum and classroom management tools.</p> <p><b>Social-Emotional Support:</b> There appears to be a coordinated effort to support students' social and emotional needs.</p> <p><b>Professional Development:</b> The school has established professional development practices, with dedicated time for teachers to collaborate and improve.</p>	<p><b>Unified Vision and Coordination:</b> There is a perceived lack of a unified vision and coordination of work towards common organizational goals.</p> <p><b>Strategic Planning:</b> The school's direction and strategic planning need further development.</p> <p><b>Systems and Processes:</b> There are systemic issues and concerns about the effectiveness of certain systems and processes.</p> <p><b>Timeliness and Reporting:</b> The school has a history of being late with important documents and reports, which strains relationships.</p>

## Evaluation Method

The Site visit to each of the charter schools authorized by WCCUSD is intended to augment over 40 annually required documents submitted to the District by schools. The scope of the site visit includes: multiple stakeholder groups in interview settings, special education and health services process and file reviews, and classroom observations.

WCCUSD staff use a School Quality Assessment matrix (see Exhibit A to view rubric) to evaluate observed experiences of the different stakeholders at the school. The Site Review team performs a group assessment and the results are reflected in tables below. Additional statistical information is presented in the sections following the School Quality Assessment.

	Areas		
<b>Assessment Sections</b>	<b>Mission &amp; Vision (1)</b>	<b>Program Implementation (2)</b>	<b>Collective Leadership &amp; Professional Learning (3)</b>
<b>Instruction (A)</b>	2.6	2.9	3.1
<b>School Culture (B)</b>	2.5	2.8	3.1
<b>Systems &amp; Structures (C)</b>	2.2	2.7	2.3

The two highest rated areas by the Site Visit team were the (1) Collective Leadership – Instruction, and (2) Collective Leadership / School Culture sub-categories. WCCUSD staff noted the school has educator time set aside for Professional Development every day after school, learning about education strategies. Most collaboration time is after school, with conversations on the craft, and what methods work/don't work. Teachers have two planning periods, morning and afternoon, though one of those is a lunch break as well. There seems to be collaboration amongst teachers - deep dives into curriculum 3-4 hours long with review of work being done in the classroom. Monday through Thursday involve touch points on behavioral issues while Friday the focus is on deep learning. The staff seem focused on the educational needs of the student population with the focus on High School readiness and a college-bound mind set. In the second area, Site Visit staff noted that the school supports teachers, who have a lot of professional development time to address growth in capability. Teachers and staff use Parent Square for communications with families. Families seemed happy with the communication.

**Highest Rated areas:**

score	Area / Section	Description
3.7	2.C.2	<b>Safety</b> – The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
3.5	3.A.1	<b>Collective Ownership of Student Outcomes</b> – Staff reflect on the school mission/vision to build collective ownership of student outcomes with high expectations of one another through regular cycles of goal-setting and analysis of outcomes. School leaders, teachers, and staff hold high expectations for each other as professionals.
3.5	2.C.4	<b>Schedules and Calendars</b> – The school has structures and procedures in place for daily, monthly and annual planning and scheduling that is normed and communicated broadly. The Master Schedule is developed using student learning data and teacher input to maximize time spent on learning, while ensuring access to electives and opportunities for acceleration in core content.

**Lowest Rated Areas:**

score	Area / Section	Description
1.5	2.C.3	<b>Resource Management</b> – The school has strong structures in place for Resource Management including talent management and regular budget review and monitoring. Effective resource allocation and management support the site vision and students' success.
1.7	1.C.1	<b>School Mission</b> – The school mission explains how the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.
1.8	3.C.6	<b>District Partnerships</b> – The school develops strong district partnerships and communicates with District staff to complete department deliverables in a professional manner.

The school and AMPS network seem to have staffing issues and have been late or have missing submissions. Teaching staff are mostly newer to the profession, and school administration staff seem to change regularly. Overall systems seem to be basic, but functional. Though the school mission is fairly clear, as parents and students seem focused on good grades and getting into college. Safety and classroom behavior are big focus areas for the school, and parents appreciate that focus.



## Academic Performance:

The chart below shows schoolwide performance shows mixed results in the 2022-2023 school year and dramatic improvements in 2023-2024.

Richmond Charter Academy										
School-wide Performance										
State Measures		2022			2023			2024		
	Indicator	RCA	WCCU SD	State	RCA	WCCU SD	State	RCA	WCCU SD	State
	ELA	Low	Low	Low	Red	Orange	Orange	Green	Orange	Orange
	MATH	Low	Low	Low	Red	Orange	Orange	Yellow	Orange	Orange
	EL Progress	Very Low	Low	Medium	Orange	Yellow	Yellow	Blue	Orange	Orange
	Suspension	Medium	Medium	Medium	Orange	Orange	Orange	Blue	Orange	Green
	Chronic Absenteeism	Red	Very High	Very High	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Local Indicators	Teachers, Instructional Materials, Facilities	Not Met	Met	N/A	Met	Met		Met		
	Implementation of Academic Standards	Not Met	Met		Met	Met		Met		
	Parent and Family Engagement	Not Met	Met		Met	Met		Met		
	Local Climate Survey	Not Met	Met		Met	Met		Met		
	Access to a Broad Course of Study	Not Met			Met	Met		Met		
Note: Suspension and Chronic Absenteeism have performance descriptions opposite of ELA, Math and ELP scales; N/R is Not Reported										
		Red	Orange	Yellow	Green	Blue				
		<---- Range ---->								

AMPS RCA has made significant strides in all state measures over the whole 3 year period measured. Striking progress is showing over three years in English Language Learner progress, moving from very low to very high in the three years viewed in the table.

Teacher credentialing data from the CDE (DataQuest Staffing reports) reflect a downward trend in experienced classroom educator experience with fewer teachers with clear credentials year over year from 2020 through 2022. Self reported teacher credential data from the school in 2023 show 13 teaching positions with 9 teachers on preliminary or intern credentials and 4 vacancies.

Credential rates remain very low, with 16 teaching positions, 7 vacancies, 1 intern, and 8 teachers with short term staff permits (STSP). The site director, deans, special education staff and other administrators seem to work hard to ensure that the classroom teachers have a method of delivering the educational model, however the teacher vacancy issue appears to be acute.

Review of Fiscal and Governance:

Enrollment Demographics

**Subgroup Enrollment:**

Subgroup Enrollment 5 year trends - by percentage					
					<i>from School</i>
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>English Learners</b>	30.7%	35.1%	34.3%	37.0%	37%
<b>Foster Youth</b>	0.0%	0.0%	0.0%	0.0%	0.3%
<b>Homeless Youth</b>	0.0%	2.9%	0.0%	0.7%	0.7%
<b>Migrant Education</b>	0.0%	0.0%	0.0%	0.0%	0.0%

<b>Students with Disabilities</b>	9.2%	12.7%	9.6%	8.2%	10.1%
<b>Socioeconomically Disadvantaged</b>	83.9%	69.6%	84.3%	76.4%	82.4%
<b>All Students</b>	<b>261</b>	<b>276</b>	<b>324</b>	<b>292</b>	<b>296</b>

#### Enrollment by Ethnicity:

Subgroup Enrollment 5 year trends - by percentage					
					<i>from School</i>
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>African American</b>	1.8%	1.9%	3.0%	3.0%	4.1%
<b>American Indian or Alaskan Native</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Asian</b>	0.8%	0.5%	0.0%	0.0%	0.7%
<b>Filipino</b>	0.2%	0.2%	0.2%	0.0%	0.0%
<b>Hispanic/LatinX</b>	96.0%	95.0%	94.2%	94.5%	91.2%
<b>Pacific Islander</b>	0.0%	0.0%	0.2%	0.2%	0.3%
<b>White</b>	0.0%	0.0%	0.0%	0.0%	2.4%
<b>Two or more Ethnicities</b>	1.0%	0.9%	0.5%	1.1%	1.0%
<b>Decline to State</b>	0.2%	1.6%	1.4%	1.1%	0.0%
<b>All Students</b>	<b>261</b>	<b>276</b>	<b>324</b>	<b>292</b>	<b>296</b>

#### Financial Condition:

<b>AMPS Richmond Charter Academy</b>	<b>Financial Overview</b>					
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
<b>Ending Fund Balance</b> (K. Fund Bal. Net Position)	\$1,063,822	\$656,905	\$664,792	\$195,515	\$499,666	-\$194,840
<b>Revenues</b> (A.5. Total Revenues)	\$3,664,620	\$3,575,257	\$3,673,489	\$4,558,754	\$5,674,334	\$5,840,691
<b>Expenses</b> (B.8. Total Expenditures)	\$3,550,116	\$3,614,935	\$3,665,602	\$5,027,631	\$5,370,583	\$6,535,197

<b>Transfers</b>				0	0	0
<b>Spending</b> (Revenues - Expenses)	\$114,504	-\$39,678	\$7,887	-\$468,877	\$303,751	-\$694,506
<b>Spending ratio</b> (% of Revenue Spent)	96.88%	101.11%	99.79%	110.29%	94.65%	111.89%
<b>Reserve ratio</b> (Ending Fund Balance / Current Expenses)	29.97%	18.17%	18.14%	3.89%	9.30%	-2.98%
<b>Enrollment</b>	269	267	261	276	324	292
<b>Unduplicated Enrollment</b>		232	219	220	281	232

Of note is an issue of negative fund balance in 2024. Clarifications are required on the 2023-2024 audit results still pending. The 2022-2023 audit report

#### Enrollment trends by Grade Level:

Enrollment Comparison								
	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	total 6 yr change
<b>AMPS RCA # of students</b>	269	267	261	276	324	292	296	
<b>RCA change %</b>		-0.7%	-2.2%	5.7%	17.4%	-9.9%	1.4%	10.0%
<b>WCCUSD (non-charter)</b>	28,121	28,246	27,383	26,312	25,737	25,575		
<b>WCCUSD % chg non-ch)</b>		0.4%	-3.1%	-3.9%	-2.2%	-0.6%		-9.1%
<b>WCCUSD incl. charters</b>	31,760	32,143	31,027	30,071	29,672	29,528		
<b>WCCUSD Incl ch %</b>		1.2%	-3.5%	-3.1%	-1.3%	-0.5%		-7.0%
<b>Total # all charters</b>	3,639	3,897	3,644	3,759	3,935	3,953		
<b>Change all charters</b>		7.1%	-6.5%	3.2%	4.7%	0.5%		8.6%

The Charter Renewal Petition from RCA suggests target enrollment of 330 students.

Governance:

Amethod Public Schools and Richmond Charter Academy have been cooperative in responding to requests though the responses are not always timely or complete. In the 2024-2025 school year the school and network have been better at providing scheduled submissions, though there are still gaps in timeliness and completeness. The continued postponement of the 2024 audit report as well as re-forecasting to adjust for problematic financial tracking in prior years continues to be an issue. It is difficult to tell if the problem stems from hiring practices or the high degree of personnel changes that have caused financial reporting problems.

It must be noted that Oakland Unified School District and the State Board of Education (both authorizers of at least one Amethod school) expressed concern and presented the AMPS organization with notices in 2024 regarding board governance concerns. Staff has been concerned that the high turnover of AMPS administrators along with school personnel RCA may be indicators of problems for the school in continuing to provide students with a sound educational program as described in their charter.

The two tables below show governance performance indicators.

<b>Events table</b>	<b>AMPS Richmond Charter Academy</b>							
	<i>Submissions total</i>	<i>Submissions Late</i>	<i>Submissions past due</i>	<i>late submissions %</i>	<i>Past due %</i>	<i>Letters of inquiry</i>	<i>Notices of Concern</i>	<i>Notices to Correct</i>
<b>2022-23</b>	0	0	0	not recorded	not recorded	0	0	0
<b>2023-24</b>	31	0	6	0%	19%	0	0	0
<b>2024-25 (to date)</b>	69	43	4	62%	6%	0	0	0

<b>AMPS Richmond Charter Academy</b>		
<b>Audit Issues</b>		
<b>Year</b>	<b>New Findings</b>	<b>Repeat Findings</b>
2018-2019	None	None
2019-2020	None	None
2020-2021	None	None
2021-2022	2022-001 - material audit changes to financials	None

2022-2023	2023-001 - Inadequate financial reporting 2023-002 - Attendance reporting 2023-003 - after-school program teacher credential issue	2022-1 - Ineffective financial closing process
2023-2024	2024-001 Financial reporting	2023-001 Financial reporting (now also 2024-001) 2023-002 ASES reporting, response implemented 2023-003 teacher credential issue, response implemented

#### Additional Notes:

The site visit reveals that Richmond Charter Academy has several positive attributes, including a focus on safety, instructional resources, and professional development. Staff and students generally feel positive about the school environment. However, there are significant areas that need attention. These include developing a stronger unified vision, improving strategic planning, strengthening systems and processes, and ensuring timely submission of required documents. Staff noted that there seems to be a lot of turnover among teachers and administrative staff at the school, and wonders why the lack of stability with staff, as most schools report great success with dedicated staff who build the educational program and culture in a consistent way. The school is seen as having potential but needs to address these challenges to ensure continued success.

## EXHIBIT H. CTA COMPLAINT ADDRESSED TO AMETHOD PUBLIC SCHOOLS



1705 Murchison Drive, Burlingame, CA 94010  
P.O. Box 921, Burlingame, CA 94011-0921  
phone 650.697.1400 // fax 650.552.5007

Friday, April 4, 2025

Maria Arechiga, Compliance Officer  
Amethod Public Schools  
1450 Marina Way South Suite 300  
Richmond CA, 94804

RE: Compliant of Misuse of State Funds by AMPS, OCHS and RCA – CCSPP

Dear Ms. Arechiga:

The purpose of this letter is to lodge a complaint regarding misuse of state funds by Amethod Public Schools (AMPS), Oakland Charter High School (OCHS) and Richmond Charter Academy (RCA). Specifically, AMPS, the managing entity of both OCHS and RCA, has spent up to \$144,550 in California Community Schools Partnership Program (CCSPP) funds inappropriately to pay for lobbying and advocacy for the charter renewals for OCHS and RCA. These funds were paid to J&V Integrated Strategies, LLC through a contract approved on November 15, 2023, by the AMPS Board of Directors, the governing body for both charter schools.

The California Community Schools Partnership Program allocates funds intended to expand the community schools model throughout the state. The program was not intended to supplant funding for activities that were already a routine cost or program of the school. As AMPS faces the potential non-renewal of their school due to a finding by the Oakland Unified School Board of substantial fiscal and governance concerns, and that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable, it is abhorrent to misuse funds intended to support students dealing with significant barriers to their education to pressure elected officials to renew the schools' charters.

### **Purpose of the California Community Schools Partnership Program**

In 2021 and 2022 the California legislature approved more than \$4 billion for the California Community Schools Partnership Program (CCSPP) to expand community schools throughout the state. According to the California Department of Education, "a community school is a "Whole-Child" school improvement strategy where the local educational agency and school(s) work closely with teachers, students, and families. Community Schools partner with community agencies and local government to align community resources to improve student outcomes<sup>1</sup>."

The legislature and the State Board of Education meant Family and Community Engagement under the CCSPP to be towards building partnerships for improved academics, community and family health, social services and shared leadership, not towards lobbying authorizing boards for charter renewal (*emphasis added below*):

"The California Community Schools Partnership Program (CCSPP) supports schools' efforts to partner with community agencies and local government to align community resources **to improve**

---

<sup>1</sup> California Department of Education website, CCSPP Request for Applications, <https://www.cde.ca.gov/fg/fo/r17/ccsppig22rfa.asp>

**student outcomes.** These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement<sup>2</sup>.”

“Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources **to address barriers to learning**<sup>3</sup>.”

### **AMPS Application and Misuse of Funds**

According to the AMPS Implementation Plan for the multi-million dollar grant,

“The California Community Schools Partnership Program (CCSPP) will allow AMPS to fulfill the vision of having staffed full-service school sites that serve as a hub for the school to connect to the greater community in a coordinated fashion of public and private partner agencies to come together with the school to provide integrated services to meet the full range of learning and developmental needs of students<sup>4</sup>.”

For RCA and OCHS, the implementation plan outlines services ranging from mental health therapists for students and families, Summer Bridge programs, wrap-around services, transportation assistance, and parent workshops to improve attendance, understand college financial aid, etc. Several contracts and partners are mentioned explicitly, like La Familia and LEAF. J&V Integrated Strategies, LLC and charter renewal advocacy are not mentioned anywhere in the publicly posted document.

Despite the written Implementation Plan, the AMPS Board approved (on the consent agenda) a contract documented to be attributed to the CCSPP program funding at OCHS and RCA, for J&V Integrated Strategies, LLC for the explicit and exclusive purpose of providing “Community Organizing in Service of Charter Renewals<sup>5</sup>.” The grant contract authorized total payment of \$118,000 between November 2023 and November 2024. In addition to the \$118,000 allocated in the contract, the AMPS February check register approved by the AMPS Board on consent includes what appears to be an additional payment to J&V of \$26,550 on February 14, 2025<sup>6</sup>.

This contract, being paid for with CCSPP funds, is clearly not aligned with the intended use of those CCSPP funds<sup>7</sup>. The contract lists meetings with authorizers’ elected board members, mobilizing for

---

<sup>2</sup> California Department of Education website, CCSPP description, <https://www.cde.ca.gov/ci/ga/hs/ccspp.asp>

<sup>3</sup> California Department of Education website, CCSPP description, <https://www.cde.ca.gov/ci/ga/hs/ccspp.asp>

<sup>4</sup> Amethod Public Schools California Community Schools Partnership Program Implementation Grant 2023-2024, [https://ochs.amethodschools.org/apps/cross.jsp?wREC\\_ID=4839&crossPath=/apps/pages/index.jsp%3FuREC\\_ID%3D376642%26type%3Dd%26termREC\\_ID%3D%26pREC\\_ID%3D1120240](https://ochs.amethodschools.org/apps/cross.jsp?wREC_ID=4839&crossPath=/apps/pages/index.jsp%3FuREC_ID%3D376642%26type%3Dd%26termREC_ID%3D%26pREC_ID%3D1120240)

<sup>5</sup> AMPS Board of Directors Meeting Agenda, November 15, 2023, Item III D,

<https://app2.boardontrack.com/public/Q12T9a/agenda/78955>

<sup>6</sup> AMPS Board of Directors Meeting Agenda, March 13, 2025, Item III C, February 2025 Check Register

<https://app2.boardontrack.com/public/Q12T9a/agenda/96832>

<sup>7</sup> While the use of the CCSPP grant for these activities is inappropriate, it is also possible that the funds were expended without the services provided, according to Oakland Unified School District’s charter office. The OUSD Notice of Concern issued in November 2024 states: “AMPS entered into a one-year contract with J&V Integrated on November 1, 2023. (Exhibit I). Per the terms of the contract, J&V was to meet with and train families on community organizing and charter renewal. In exchange, AMPS paid J&V \$8,850 monthly in addition to \$11,800 upon execution of the contract. However, AMPS could not provide



public hearings, and preparing speakers to advocate for charter renewal. Advocacy for charter petition renewal is not an approved activity for use of CCSPP grants, and certainly does not provide a service aligned with the program and is not part of a “whole-child school improvement strategy.”

Additionally, the legislature was explicit that CCSPP funds “shall supplement, not supplant, existing services and funds.” Mobilizing parents and students to support AMPS charter renewals is clearly an ongoing activity that the AMPS network has engaged in over many years as charter renewals have come before elected governing boards that served as charter authorizers<sup>8</sup>. This means that this activity is not only not a permissible use of funds, but it is also using community funds to supplant an existing cost that the charter school already must incur every 5 years.

Please investigate and rectify this inappropriate use of these state funds that are critical to students across California.

Sincerely,



Clare Crawford  
Strategic Research Specialist  
California Teachers Association  
ccrawford@cta.org

---

evidence of trainings prior to September 6, 2024. This raises the question of whether J&V performed any services for ten months.”

<sup>8</sup> *Charter School Renewed Amid School Board Shift*, Richmond Confidential, 12/12/2018

<https://richmondconfidential.org/2018/12/12/chart-of-benito-juarez-elementary-renewed-amidst-a-strange-scenario/>: “After hundreds of Amethod shirt-clad students and staff poured into the hearing, and Amethod staff presented findings which indicated that the alleged violation had occurred in 2012, three years before John Henry had come into existence, the charter was not revoked. The district placed the school in good standing on Oct. 31.”

## **EXHIBIT I. RESPONSE TO COMPLAINT FROM CTA**

[SEE NEXT PAGES]



April 8, 2025

Clare Crawford  
California Teachers Association  
Via Email: cccrawford@cta.org

**RE: Response to Complaint of Misuse of State Funds by AMPS, OCHS and RCA –  
CCSPP**

Dear Clare Crawford,

Thank you for your letter dated April 4, 2025 regarding "Complaint of Misuse of State Funds by AMPS, OCHS and RCA – CCSPP". In it you describe concerns with the use of community school grant funds for family engagement and organizing for charter renewals.

We take our obligation to expend funds in compliance with the law and your concerns seriously. We wholeheartedly support a community schools model and are committed to spending the funding in alignment with the pillars and purpose.

In response to this complaint, we investigated and found the following:

- The contract in question was board-approved, and initiated by our former CEO Evelia Villa for a period of time between November 2023 and November 2024.
- Ms. Villa's tenure at AMPS expired shortly after initiating this contract.

1450 Marina Way S., Richmond, CA 94804 • Office 510.436.0172 • Fax 510.436.0173

• [www.amethodschools.org](http://www.amethodschools.org)



HONOR HARD WORK

- Contrary to the complaint, there was no additional payment made outside of the scope of work. The first \$73,750 in payments of the original contract were rendered in 2023-24, and were classified as CCSPP expenses. However, the final 3 payments of the original contract were rendered in 2024-25, totaling \$44,250, and classified as unrestricted (not classified as CCSPP expenses).
- In my review of the scope of work, some, but not all of the activities are related to community schools goals.
- As such, it appears that the contract identified does not meet our internal standards nor the CDE standards for CCSPP funding.
- In summary, a total of \$73,750 in payments of the \$118,000 paid to J&V Integrated Strategies LLC is subject to reclassification.

To follow up, I have done/will do the following:

- I have shared the letter of complaint with our full Board of Directors.
- I forwarded the information to our auditor, Christy White, requesting guidance on how to address this in the audit, and per their response dated April 7, their recommendation is to review for a restatement in the 2024-25 audit.
- I immediately forwarded the information to the CDE, requesting guidance on next steps for the \$73,750. The CDE's response dated April 7, was to submit an updated expenditure report, removing the \$73,750 in expenses. This allows for the \$73,750 to be available for other approved CCSPP uses.
- I am agendaizing this as a topic for our next board meeting to discuss the findings from our auditor and the CDE, and act appropriately.

1450 Marina Way S., Richmond, CA 94804 • Office 510.436.0172 • Fax 510.436.0173

• [www.amethodschools.org](http://www.amethodschools.org)



I will keep you apprised of our progress in resolving this matter, and again, I thank you for your letter and for sharing your concern.

A handwritten signature in black ink, appearing to read "Adrienne", with a long, sweeping horizontal stroke extending to the right.

Adrienne Barnes  
Interim CEO

cc:

Kelly Krag-Arnold, Oakland Unified School District

Juwen Lam, Alameda County Office of Education

Margarita Romo, West Contra Costa Unified School District

Neil McChesney, Contra Costa County Office of Education

## EXHIBIT J. WCCUSD SCHOOL QUALITY ASSESSMENT RUBRIC

### West Contra Costa Unified School District

### Charter School Oversight

### *School Quality Assessment Rubric*

#### Background and Purpose

Test scores and other quantitative measures of school performance provide a partial view into the quality of a school. This School Quality Assessment includes the experiences of students, families, and staff who make up the school community. The School Quality assessment includes classroom observation, interviews, and interviews conducted by a review team during a school site visit.

#### Design and Structure

The School Quality Assessment Rubric is organized into three sections: **Mission & Vision**, **Quality Program Implementation**, and **Collective Leadership & Professional Learning**. Each of the three sections is subdivided into three sub-sections: **Instruction**, **School Culture**, and **Systems & Structures**.

#### Rubric Scale

In order to score a practice, consider all the evidence gathered, then select the level from 1 to 4 that represents the best overall fit. Please use whole numbers. There are 34 practices in total.

Emerging (level 1)	Developing (level 2)	Implementing (level 3)	Sustaining (level 4)
Practice occurs among 0-24% of the school community.	Practice occurs among 25-49% of the school community.	Practice occurs with shared understanding among 50-74% of the school community.	Practice occurs with shared understanding among 75-100% of the school community.
Practice is not backed up by systems.	Individuals are starting to create systems to support this practice.	Some shared systems exist to support the implementation of the practice.	Shared systems to support the practice are embedded into the culture of the school, regardless of who works there.
Practice exists with no or little alignment to schoolwide priorities.	Practice exists with some alignment to schoolwide priorities.	Practice is aligned to schoolwide priorities.	Practice is strongly or always aligned to schoolwide priorities.
Practice is not implemented in service of students and/or does not transform the culture of learning.	Practice sometimes is implemented in service of students and/or sometimes transforms the culture of learning.	Practice frequently is implemented in service of students and/or frequently transforms the culture of learning.	Practice is almost always implemented in service of students and is transforming the culture of learning.

