



**Renewal Petition Staff Report
CBK Charter School
June 9, 2026**

Part I. Executive Summary: Staff Report for CBK Charter School

School Overview

| | | | |
|----------------------------------|--------------------------------------|-----------------------------------|---------------|
| Charter Organization: | CBK Charter School | Current Grades Served: | 9-12 |
| District Boundaries: | Riverside County Office of Education | Current Authorized Grades: | 9-12 |
| Year Opened: | 2013 | Current Enrollment: | 625 |
| Previous Renewal Year(s): | 2018 | Term Expiration: | June 30, 2026 |

I. Background

CBK Charter School (formerly Come Back Kids Charter school) is a dependent charter school serving at-risk youth in grades 9-12, administered by the Riverside County Superintendent of Schools (RCCSS) through the Riverside County Office of Education. As a county community school program, the Riverside County Board of Education retains roles and responsibilities set forth in Education Code sections 1040-1047.

On April 7, 2026, CBK Charter School (“CBK”) submitted a renewal petition (“Renewal Petition”) to the Riverside County Board of Education (“County Board”). On June 24, 2026, the Board will hold a public hearing at which time it will either grant or deny the Renewal Petition. Riverside County Office of Education (“RCOE”) staff and legal counsel have reviewed the Renewal Petition for compliance with the requirements of the Charter Schools Act (the “Act”), Ed. Code §§ 47600, et seq., including any new legal requirements applicable to charter schools since CBK’s last renewal was granted in 2018. This report contains the analysis and proposed findings of fact related to the Renewal Petition for County Board consideration. Staff’s analysis of whether CBK appropriately addressed any changes in the law since the last approval of its petition, is addressed collectively in this report.

II. Renewal Options for Board Action

It is recommended that the County Board take action to either grant or deny the proposed renewal petition. The County Board has the following options:

1. Grant the Renewal Petition for a 5-year term, commencing July 1, 2026, and concluding June 30, 2031, provided that the Memorandum of Understanding between the Charter School and RCOE be amended and/or the Petition revised to address findings and recommendations identified in the Staff Report prior to the date of commencement of the new term.
2. Deny the Renewal Petition, adopting the findings identified in the Staff Report, as findings of fact supporting legal reasons for denial.

III. Chartering Authority Responsibility

Outline on Renewal Decision

In the course of its oversight responsibility, the County Board holds the authority to assess whether the findings of fact outlined in the Renewal Staff Report by RCOE substantiate approval or denial, in accordance with the criteria set forth in Education Code Sections 47605, 47607, and 47607.2.

Legal Standards for Review

The following Executive Summary is presented to the County Board to support its decision regarding the approval or denial of the charter renewal petition submitted by CBK.

Review and Analysis

RCOE reviewed the Renewal Petition within the framework for authorizers provided by Education Code sections 47605, 47607 and 47607.2. Within its analysis, RCOE primarily assesses schoolwide and student group performance on state and local indicators, with a primary focus on academic metrics. (Ed. Code, § 47607.2(b)(1)). The California School Dashboard (“Dashboard”) is used to publish student performance on the designated measures as provided by the school. However, schools may be eligible for Dashboard Alternative School Status (“DASS”) when at least 70% of the student population qualifies as “high-risk student groups.” When determining whether to grant a charter renewal for a DASS-eligible school, RCOE is charged with reviewing the charter school’s performance based on: (1) state and local indicators adopted by the California Department of Education (“CDE”) pursuant to Education Code section 52064.5; and, (2) alternative metrics applicable to the charter school based on the pupil-population served, and as agreed upon between the charter school and RCOE during the first year of the charter

school's term. (Ed. Code § 47607(c)(7).)

As of 2024-25 school year, the CDE has designated CBK as a DASS school. DASS schools must reapply for DASS status every three (3) years.

IV. Executive Summary of Findings

A. Charter School Performance

The County Board has the authority to deny renewal of the charter petition based on state and local achievement indicators if it determines the closure is in the best interest of the students. (Ed. Code § 47607(c)(7).)

This evaluation incorporates two complementary but distinct standards: (1) snapshot measures of outcomes, including standards met, of state and local indicators and (2) alternative measures applicable to the charter school based on the pupil population served.

In addition, the County Board may deny a charter renewal petition based on the grounds listed in Education Code section 47605. (Ed. Code § 47607(b).) Finally, the Board may deny renewal of the charter petition, regardless of the school's academic performance when the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors. (Ed. Code § 47607(e).)

Findings for School Performance

No findings were determined.

B. Not Reasonably Comprehensive

The County Board has the authority to deny renewal of the charter petition if it determines that the petition has not been updated to include new legal requirements since the petition's last adoption.¹

Findings for Consideration

The Petition lacks acknowledgment or does not adequately address the following new legal requirements imposed since the petitions last adoption:

- **AB 5:** Starting with the 2025-26 school year, CBK as a charter school serving pupils in grades 7-12 must provide, and document that all its teachers and other certificated employees receive, LGBTQ+ cultural competency training. The training must be at least an hour and provided to designated staff annually. The Review Team could not identify this training on CBK's schedule of professional development attached to the Renewal Petition as Appendix M.
- **SB 88:** This bill went into effect July 1, 2025 and expands existing safety requirements to all paid drivers involved in student transportation. SB 88 also sets forth safety requirements based on vehicle type and operator. CBK provides transportation to students in limited scenarios, such as when required by a student's IEP, and therefore must comply with SB 88.
- **SB 98:** SB 98 requires that each charter school's comprehensive school safety plan address how the charter school will provide notice to parents, guardians and staff when immigration enforcement officers are present on the school's campus. Charter schools were required to include this requirement in their safety plan no later than March 1, 2026.
- **AB 640:** AB 640 requires all charter school governing board members in office as of April 1, 2027, to complete school finance training by April 1, 2028. AB 640 went into effect January 1, 2026, but the deadline for compliance is April 1, 2027. County boards of education must comply with the requirements of AB 640, regardless of whether they serve as the governing board of the charter school. Therefore, the County Board members will receive this training in their capacity as County Board members.
- **AB 727:** Starting July 1, 2026, state law requires student ID cards for grades 7-12 to include the Trevor Project LGBTQ+ suicide hotline. The Renewal Petition and parent handbook provided with the petition acknowledge the requirement for the 988 Suicide and Crisis Lifeline, a legal requirement that went into effect July 1, 2025, but not the Trevor Project.
- **SB 857:** SB 857 amended Education code section 49428.2, and requires charter schools serving pupils in grades 7-12 to adopt a policy that addresses referral protocols for pupils exhibiting behavior health concerns. Policies must

¹ Education Code Section 47607(b)

be adopted at a regularly scheduled board meeting before January 31, 2026. During the proposed charter term, before July 1, 2029, CBK must certify all of their certificated employees and at least 40 percent of their classified employees received youth behavioral health training. CBK only submitted a “Youth Suicide Prevention” policy, as required by Education Code section 215.

- **SB 939:** SB 939 requires CBK to ensure, commencing with the 2025-26 school year, that its website contains in a prominent place easily accessible to parents and guardians, neurodivergent resources developed by the UC and CSU collaborative for Neurodiversity and Learning. The Renewal Petition did not acknowledge this requirement.
- **AB 2158:** AB 2158 extended mandatory ethics training requirements to governing board members of school districts. As of January 1, 2025, board members must complete mandatory ethics training at least once every two years. Similar to AB 640, the County Board members will receive this training in their capacity as County Board members.

Notwithstanding, the Review Team evaluated these deficiencies against all other changes required to be addressed in the Renewal Petition. In totality, the Renewal Petition has been updated consistent with most new legal requirements since the last approval of the charter school petition.

C. Significant Fiscal Deficiencies

The County Board has the authority to deny renewal of the charter petition if it determines that, the school is demonstrably unlikely to successfully implement the program set forth in the petition due to fiscal concerns and all of the following are true:²

- The charter school has been provided with at least 30 days’ notice of fiscal violation(s);
- The charter school has been provided with a reasonable opportunity to cure the violation(s);
- The corrective action proposed by the charter school has been unsuccessful; OR
- The violation(s) are sufficiently severe and pervasive as to render a corrective action plan unviable

Findings for Consideration

No findings were determined.

D. Governance Mismanagement

² Education Code Section 47607(e)

The County Board has the authority to deny renewal of the charter petition if it determines that, the school is demonstrably unlikely to successfully implement the program set forth in the petition due to governance concerns and all of the following are true:³

- The charter school has been provided with at least 30 days' notice of governance violation(s);
- The charter school has been provided with a reasonable opportunity to cure the violation(s);
- The corrective action proposed by the charter school has been unsuccessful; OR
- The violation(s) are sufficiently severe and pervasive as to render a corrective action plan unviable

Findings for Consideration

No findings were determined.

E. Enrollment Pattern Concerns

The County Board has the authority to deny renewal of the charter petition if it determines that the school is not serving all students who wish to attend⁴ and all of the following are true:

- The charter school has been provided with at least 30 day notice of enrollment violations; AND
- The charter school has been provided with a reasonable opportunity to cure the violation(s); AND
- The corrective action proposed by the charter school has been unsuccessful; OR
- The violation(s) are sufficiently severe and pervasive as to render a corrective action plan unviable

Findings for Consideration

No findings were determined.

END OF PART ONE

Refer to page 1 Renewal Options for Board Action

³ Education Code Section 47607(e)

⁴ Education Code Section 47607(d)(3)

Part II. DETAILED ANALYSIS: CBK Charter School

I. Legal Review Parameters

A. Renewal Considerations

California Assembly Bill 1505 modified the framework for charter school renewals. To renew a petition, the chartering authority must assess whether the charter school meets the criteria outlined in Education Code Sections 47605, 47607, and 47607.2. In making its determination, the following factors shall be considered:

- School performance
- New petition requirements
- Ongoing fiscal issues
- Governance concerns
- Pupil enrollment patterns

Renewal petitions must include a reasonably comprehensive description of any new requirements for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, § 47607(b).)

B. Renewal Evaluation Categories

As an additional criterion, Education Code section 47607, subdivision (c), requires an authorizer to consider the charter school’s placement under performance categories based on the charter school’s performance on the California School Dashboard (“Dashboard”).⁵ The California Department of Education (“CDE”) designates charter schools as “low-performing,” “middle-performing,” or “high-performing.”

| Renewal Performance Tiers | | | Non-Tier |
|---|--|--|--|
| HIGH | MIDDLE | LOW | DASS |
| Presumptive Renewal | | Presumptive Denial | |
| Performance Evaluation <u>Not</u> Required for Approval | Performance Evaluation Required for Approval | Performance Evaluation Required for Approval | Performance Evaluation Required for Approval |

⁵ See California Department of Education, California School Dashboard, *available at* <https://www.caschooldashboard.org/about/accountability>.

For traditional charter schools, school performance determinations are based on the two most recent, consecutive years of Dashboard data. For reference, there are five performance colors on the Dashboard: blue, green, yellow, orange, and red. Blue represents the highest performance and red represents lowest performance:

Schools qualifying for DASS are held to a distinct renewal evaluation standard.⁶ CDE has designated CBK as qualifying for DASS pursuant to Education Code section 52052, subdivision (b). For DASS schools specifically, the chartering authority must review: (1) state and local indicators adopted by CDE pursuant to Education Code section 52604.5; and (2) “alternative metrics” applicable to the charter school based on the pupil population served, to be mutually agreed upon by the charter school and the charter authorizer.

The CDE has adopted the following state indicators that must be reviewed:

- English language arts/literacy (ELA)
- Mathematics
- Chronic Absenteeism Indicator
- English Learner Progress Indicator (ELPI)
- Graduation Rate Indicator
- College/Career Indicator (CCI)
- Suspension Rate Indicator

Of those, CDE designates academic indicators as ELA, Mathematics, ELPI, and CCI.

Additionally, CDE has adopted the following local indicators applicable to all local educational agencies (“LEAs”), which were founded on the Local Control Funding Formula (“LCFF”) priorities:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of State Academic Standards
- Parent and Family Engagement
- School Climate
- Access to Broad Course of Study

The Review Team conducted a comprehensive Dashboard analysis encompassing all available reporting for the full duration of the charter term. Analyzing trends facilitates a more accurate assessment of the charter school’s ability to respond to outcomes and pursue and achieve long-term improvement. For DASS schools, a chartering authority **must** consider, in addition to schoolwide performance data and performance of all subgroups on state and local indicators in its renewal petition review process, the charter school’s performance on alternative metrics applicable to the charter school

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based on the pupil population served. As more thoroughly described in Part II “School Review”, RCOE and CBK have agreed to alternative metrics for ELA, Mathematics, ELD, College/Career Readiness, Attendance, and High School Completion.

C. Denial Standards

Pursuant to Education Code section 47607(c)(7), a chartering authority **may deny** the renewal of a DASS charter school only upon making written findings, setting forth specific facts to support the finding, that closure of the charter school is in the best interest of pupils.

In addition, pursuant to Education Code 47607(e), irrespective of the performance criteria, a chartering authority **may deny** renewal of a charter school if:

- The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
- The charter school is not serving the pupils who wish to attend, as documented by aggregate data reflecting pupil enrollment patterns at the charter school.

The Review Team’s detailed evaluation follows.

[remainder intentionally left blank]

II. School Review

A. Performance Review

1. Performance Review: DASS

| Review Standards ⁷ | |
|-------------------------------|--|
| Dashboard Performance | <ul style="list-style-type: none">• Schoolwide performance on the state indicators• Student group performance on the state indicators• Dashboard reporting on local indicators |
| Alternative Metrics | <ul style="list-style-type: none">• Performance on alternative metrics applicable to the charter school based on the pupil population served |

2. Performance Review: Scope and Scale

The Review Team conducted their analysis using a phased protocol derived from Education Code to ensure findings were thorough and designed with statutory requirements.

⁷ Education Code Sections 47607(c), 47607.2(b)

Figure 1: DASS Performance Review Protocol

| DASS CHARTER SCHOOL PERFORMANCE REVIEW | | |
|--|---|--|
| <i>Dashboard-Alternative School Status (DASS) California Education Code §§ 47607, 47607(b), 47607(c)(7), 47607(d)(1), 52064.5(d)</i> | | |
| Protocol | Subsection | Description |
| Pathway Gate — Confirm DASS Status Before Proceeding | | |
| Step 0 | 0.1 Confirm DASS Status | Verify that this school appears on the current CDE DASS list. Document the source used. |
| Build the Data Record | | |
| Step 1 | 1.1 Pull Dashboard Data | Retrieve Dashboard results for the last 3 to 5 years. Identify priority indicators and document any data that is missing or not available. |
| | 1.2 Review Each Indicator | For each priority indicator, assess whether the data is usable and whether a trend can be established. Document the reason if either is not possible. |
| | 1.3 Note on HS Testing | Document the school's high school testing structure and specify how those results will be used in this review. |
| | 1.4 Verified Data Submission (VDS) | Verify whether the school has submitted its most recent Verified Data Submission. If submitted, confirm it has been reviewed and document any differences from Dashboard results. |
| Record Findings and Draft Determinations | | |
| Step 2 | 2.1 Dashboard Findings | For each priority indicator, summarize what the data shows and issue a determination. Use comparable years only. |
| | 2.2 Alternative Metrics | For each agreed alternative metric, document the results relative to the target. Confirm that the source can be independently verified. |
| | 2.3 Do the Results Agree? | Review the Dashboard findings and alternative metric findings together. Assess whether they point in the same direction. Document a one-sentence explanation of what the alignment or divergence means for the recommendation. |
| Synthesize Evidence | | |
| Step 3 | 3.1 Write the Evidence Summary | Prepare a narrative that synthesizes the Dashboard and alternative metric findings. Identify key strengths, areas of concern, and the limits of the available evidence. |
| | 3.2 Evaluate the Summary | Consider comprehensive data record and express in narrative format. If conditions apply, draft them in full here. |

3. Performance Review: CBK

Consideration of the California Dashboard

(All Students; Student Groups)

Consistent with EC 47607(c)(1), current Dashboard Status results were reviewed relative to the performance standards prescribed for a non-DASS school. To be considered meeting state performance standards, it needs to achieve either of the following: (1) the school receives a blue or green indicator, or (2) the school has a DFS ≥ 0 . Where the school meets standard, no further analysis is necessary. Alternatively, indicators identified as not meeting standard receive secondary analysis via the school's established metrics as agreed upon with the chartering authority.

English Language Arts

The English Language Arts indicator measures how well students are meeting grade-level standards. It calculates the average Distance from Standard (DFS) of student scores based on Smarter Balance Summative Assessments or California Alternative Assessments for the school as well as change from the prior year. CBK received either

“Very Low,” red, or an orange performance level for the All Student group, Hispanic, and Socioeconomically Disadvantaged student groups in each year its data was reported.

Figure 2: ELA Performance on Dashboard

| English Language Arts | | | | | |
|---------------------------------|------|----------|------|------|------|
| Student Group: | 2019 | 2022 | 2023 | 2024 | 2025 |
| All | | Very Low | | | |
| Hispanic | | Very Low | | | |
| Socioeconomically Disadvantaged | | Very Low | | | |

Determination: CBK has not met the performance standards prescribed for a non-DASS school in English Language Arts. **Secondary analysis via the school’s established alternative metrics is required.**

Mathematics

The Mathematics Indicator uses the same DFS methodology described above, measuring grade-level proficiency on the Smarter Balance Summative Assessments or California Alternative Assessments for the school as well as change from the prior year. CBK received either “Very Low,” red, or an orange performance level for the All Student group, Hispanic, and Socioeconomically Disadvantaged student groups in each year its data was reported.

Figure 3: Mathematics Performance on the Dashboard

| Mathematics | | | | | |
|---------------------------------|------|----------|------|------|------|
| Student Group: | 2019 | 2022 | 2023 | 2024 | 2025 |
| All | | Very Low | | | |
| Hispanic | | Very Low | | | |
| Socioeconomically Disadvantaged | | Very Low | | | |

Determination: CBK has not met the performance standards prescribed for a non-DASS school in Mathematics. **Secondary analysis via the school’s established alternative metrics is required.**

English Language Progress Indicator

The English Learner Progress Indicator (ELPI) measures the proportion of English learners making annual progress toward English language proficiency. Consistent with Education Code section 47607(c)(1), staff reviewed California School Dashboard ELPI results to assess the school’s performance over the term of the charter. As reflected in Figure 4, CBK received “Low,” “Very Low,” blue, red, or green performance levels for the All English Learner student group for each year its data was reported. Only two years of data were available for the English Learner and Long-Term English Learner student groups on this indicator.

Figure 4: ELPI Performance on the CA Dashboard

| English Learner Progress | | | | | |
|----------------------------|------|----------|------|------|------|
| Student Group: | 2019 | 2022 | 2023 | 2024 | 2025 |
| All | Low | Very Low | | | |
| English Learners | | | | | |
| Long-Term English Learners | | | | | |

Determination: CBK has not met the performance standards prescribed for a non-DASS school in English Language Performance for the years available. **Secondary analysis via the school’s established alternative metrics is required.**

College and Career Indicator

The College/Career Indicator (CCI) evaluates the extent to which high school students graduate prepared for postsecondary education or meaningful career pathways. In alignment with EC 47607(c)(1), staff reviewed the school’s CCI results to assess whether students met state-defined preparedness benchmarks. The school’s CCI outcomes demonstrate “Very Low,” as well as red and orange performance indicators over its four years of available performance data for the All Students group and other student groups.

Figure 5: CCI Performance on the CA Dashboard

| College/Career | | | | | |
|---------------------------------|------|------|----------|------|------|
| Student Group: | 2019 | 2022 | 2023 | 2024 | 2025 |
| All | | | Very Low | | |
| English Learners | | | Very Low | | |
| Hispanic | | | Very Low | | |
| Homeless | | | | | |
| Long-Term English Learners | | | | | |
| Socioeconomically Disadvantaged | | | Very Low | | |
| Students with Disabilities | | | Very Low | | |
| White | | | | | |

Determination: CBK has not met standards in College and Career Readiness for All Students or student groups across most years. **Secondary analysis via the school’s established alternative metrics is required.**

Graduation Rate

The Graduation Rate indicator measures the proportion of students who successfully complete high school. Staff reviewed multi-year graduation outcomes, pursuant to EC 47607(c)(1), to evaluate both current performance and progress over time. The Dashboard also publishes one-year graduation outcomes for DASS schools for informational purposes only. The school’s graduation rate has shown “Very Low” or a red performance indicator in every year for every applicable student group. In 2019, the Dashboard utilized one-year graduation rates for DASS schools; the CDE has since reverted to its prior methodology in order to comply with federal reporting requirements. With the exception of a Blue indicator in that year, CBK has otherwise been classified as “Very Low” under state metrics.

Figure 6: Graduation Rate Performance on the CA Dashboard

| Graduation Rate | | | | | |
|---------------------------------|------|----------|------|------|------|
| Student Group: | 2019 | 2022 | 2023 | 2024 | 2025 |
| All | Blue | Very Low | Red | Red | Red |
| English Learners | Blue | Very Low | Red | Red | Red |
| Hispanic | Blue | Very Low | Red | Red | Red |
| Homeless | Grey | Grey | Grey | Red | Red |
| Long-Term English Learners | Grey | Grey | Grey | Red | Red |
| Socioeconomically Disadvantaged | Blue | Very Low | Red | Red | Red |
| Students with Disabilities | Grey | Very Low | Red | Red | Red |
| White | Blue | Very Low | Red | Red | Red |

Determination: CBK has not met the performance standards prescribed for non-DASS schools in Graduation Rate Performance in any year. **Secondary analysis via the school’s established alternative metrics is required.**

Suspension Rate Indicator

The Suspension Rate indicator reflects the percentage of students receiving one or more suspensions during the academic year. Consistent with Education Code sections 47607(c)(1) and 47607(c)(3), staff reviewed California School Dashboard Suspension Rate results to assess performance over the term of the charter. As reflected in Figure 7, CBK’s Suspension Rate results show the school meeting performance standards across all years and student groups.

Figure 7: Suspension Rate Performance on the CA Dashboard

| Suspension Rate | | | | | |
|---------------------------------|------|----------|------|------|------|
| Student Group: | 2019 | 2022 | 2023 | 2024 | 2025 |
| All | | Very Low | | | |
| African American | | Very Low | | | |
| English Learners | | Very Low | | | |
| Foster Youth | | | | | |
| Hispanic | | Very Low | | | |
| Homeless | | | | | |
| Long-Term English Learners | | | | | |
| Socioeconomically Disadvantaged | | Very Low | | | |
| Students with Disabilities | | Very Low | | | |
| Two or More Races | | Very Low | | | |
| White | | Very Low | | | |

Determination: CBK has met the performance standards prescribed for non-DASS schools in Suspension Rate Performance for all student groups. **Secondary analysis via the school’s established alternative metrics is not required.**

Consideration of Alternative Metrics

Consistent with Education Code section 47607(c)(7), the charter school’s performance on alternative metrics applicable to the pupil population was reviewed. The alternative measures align with the Dashboard indicators and were developed in partnership with the school to better reflect its student population. Where performance meets the standards prescribed for a non-Dass school, no further review is warranted. Indicators that do not meet standard are subject to secondary analysis using the school’s locally developed measures.

Figure 8: Alternative Metrics Performance

| Alternative Metrics | | | | | | | | | |
|-----------------------|------------------------------|--|---|--------|--------|--------|--------|-------|--------|
| Dashboard Connection | | Measure | Goal | 2021 | 2022 | 2023 | 2024 | 2025 | Target |
| Enrollment | | | | 522 | 377 | 500 | 601 | 612 | |
| Cumulative Enrollment | | | | 746 | 803 | 951 | 1,002 | 913 | |
| Academic Achievement | ELA | NWEA MAP Growth Percentile | Average student Conditional Growth Percentile will be at least 40th percentile. | N/A | N/A | 42 | 49 | 55 | 40 |
| | Mathematics | NWEA MAP Growth Percentile | Average student Conditional Growth Percentile will be at least 40th percentile. | N/A | N/A | 39 | 37 | 42 | 40 |
| | English Language Development | ELPAC Participation Rate | 95% of eligible students will participate. | N/A | < 95% | 95% | 97.30% | 95% | 95.0% |
| | | English Language Development Rate | Eligible students will demonstrate growth on the ELPAC assessment. | N/A | 36.50% | 55.20% | 35.20% | 47.3% | 45.0% |
| | | Reclassification Rate | Increase rate of reclassification. | 5.30% | 0% | 13% | 14.90% | 11.3% | 5.0% |
| | College/Career Readiness | College Credit Attainment | On average, 50% of students enrolled in dual enrollment will successfully earn credits. | 100% | 100% | 83.30% | 82.70% | 82.5% | 50.0% |
| A-G Courses | | 90% of students will be enrolled in A-G classes. | 90.10% | 95.80% | 97.40% | 97.70% | 98.9% | 90.0% | |
| Academic Engagement | Attendance | Average Daily Attendance | Overall ADA will be at least 80%. | 87.20% | 82.70% | 84.70% | 89.30% | 90.5% | 80.0% |
| | High School Completion | Course Success Rate | 75% of students will pass all courses with at least a "C." | 83.70% | 83.10% | 84.40% | 82.70% | 92.7% | 75.0% |
| | | One-Year Graduation Rate | At least 80% grad rate within the one-year cohort. | N/A | 84.30% | 85.40% | 96% | 95.6% | 90.0% |

Academic Achievement

The school's identified measure for this domain is the NWEA MAP Growth Percentile. ELA results indicate consistent growth beyond benchmark for within year performance across available results. Mathematics results trailed ELA however they reflect growth and reaching the established target in 2025. ELD measures, as reflected by participation rate, student growth on the ELPAC, and reclassification rate, indicate positive student progress. In the College and Career Readiness domain, the school substantially and consistently met and/or exceeded its established targets in each of the measured years.

Academic Engagement

This domain includes measures of average daily attendance, course success rate, and one-year graduation rate. Attendance targets and course success rates have been met in all years of the review period. The one-year graduation rate has been met in two of the four measured years.

Analysis

The evidence reflects meaningful academic progress across multiple measures of Academic Achievement and College/Career Readiness. The school performed particularly well in ELA growth, reclassification outcomes, dual enrollment credit attainment, and A-G participation, results that indicate consistent support for student advancement. Mathematics growth and English language development progress were more variable and represent areas for continued attention.

Recommendations

The chartering authority recommends the school partner with the chartering authority to review its current alternative metrics, technical specifications, and alignment with reporting requirements.

B. Legal Updates to the Charter Petition

| Review Standards | |
|--------------------------|--|
| New Legal Requirements | The petition has been updated to include reasonably comprehensive descriptions for any new legal requirements imposed since its last update. |
| Reasonably Comprehensive | Descriptions for new legal requirements must: <ul style="list-style-type: none">● Be substantive, not a list● Address all aspects of each element● Be specific to this charter |

Figure 10: Petition Document Review Standards

Denial Standard

The petition does not contain a reasonably comprehensive description of the new requirement(s) imposed since its last update.

Determinations for Consideration

The Review Team has identified areas of the Renewal Petition that failed to address new legal requirements that have become effective since CBK's last renewal. While recognizing a charter petition is not designed to include any and all laws that a charter school must comply with, the following changes in the law reasonably relate to those elements for which charter school must provide a reasonably comprehensive description and therefore should be addressed in the Renewal Petition.

Element IV: Governance Structure

- AB 2158 extended mandatory ethics training requirements to governing board members of school districts. As of January 1, 2025, board members must complete mandatory ethics training at least once every two years. The Renewal Petition addresses professional training for charter school employees in the Professional Development calendar, but does not address professional development or required training for its governing body. However, we recognize that as a dependent charter school governed in part

by the County Board, the County Board will receive these trainings by virtue of county boards of education being subject to the same requirements. Furthermore, the Renewal Petition does not recognize the school finance training required by AB 640, which went into effect January 1, 2026. AB 640 requires all charter school governing board members in office as of April 1, 2027, to complete school finance training by April 1, 2028.

Element V: Employee Qualifications

- AB 5 amended Education Code section 218.3 to require LGBTQ+ cultural competency training for teachers and certificated employees serving grades 7–12 in California public schools. Under AB 5, beginning with the 2025–2026 school year and continuing through the 2029–2030 school year, local educational agencies (“LEAs”), including CBK, must provide at least one hour of annual LGBTQ+ cultural competency training to certificated staff serving students in grades 7–12. The California Department of Education (“CDE”) was directed to develop a statewide online training platform and curriculum by July 1, 2025.

AB 5 also imposes administrative obligations on charter schools by requiring charter schools to maintain records documenting employee completion of the required training. CDE is further required to monitor compliance through its annual review of state and federal education programs. This legally required training was not identified in the Professional Development Calendar attached as Appendix M to the Renewal Petition.

Element VI: Health and Safety Procedures

- SB 88, enacted in 2023, expands regulation of student transportation services by imposing statewide safety and qualification requirements on drivers transporting pupils outside the traditional school bus system. Prior to SB 88, California extensively regulated school bus drivers and school pupil activity bus operators, but private contractors, app-based transportation providers, vans, and employee drivers were left unregulated.

SB 88 applies broadly to “school-related pupil transportation,” including home-to-school transportation, athletics, field trips, preschool transportation, after-school programs, and extracurricular activities. The legislation adds Article 5 (Education Code sections 39875–39882) and establishes comprehensive qualification standards for compensated drivers transporting students in vehicles with a capacity of 10 or fewer persons, including the driver. These new standards went into effect July 1, 2025. Page 73 of the Renewal Petition states they only provide transportation to students when specified in a student’s IEP. Transportation required by an IEP fall within

“school-related pupil transportation” under SB 88.

- Education Code section 47606.3 provides that for the purpose of [Element VI] under Education Code section 47605, the procedures required of the charter school must include recognition that the safety plan includes topics in Section 32282(a)(2)(A)-(O). SB 98, implemented subparagraph (N), requires schools no later than March 1, 2026, to adopt procedures to notify parents, guardians and staff when immigration enforcement officers are on site. The safety plan attached to the Renewal Petition as Appendix K does not include these procedures.
- AB 727, enacted in 2025, expands existing student identification card safety requirements by mandating that public schools serving grades 7–12 and public institutions, including CBK, to print The Trevor Project LGBTQ+ suicide hotline telephone number and text line on student ID cards beginning July 1, 2026. The bill builds upon prior California laws requiring suicide prevention and domestic violence hotline information on student IDs. Although the student-parent handbook attached to the Renewal Petition states that suicide hotline is located on student ID cards it does not identify the Trevor Project hotline. (Petition, p. 264.)
- SB 857, amending Education code section 49428.2, requires charter schools serving pupils in grades 7-12 to adopt a policy that addresses referral protocols for pupils exhibiting behavioral health concerns. Policies must be adopted at a regularly scheduled board meeting before January 31, 2026. At a minimum, the policy must address the needs of high-risk groups identified by statute, and address any training to be provided to teachers. During the proposed charter term, before July 1 2029, CBK must certify all of their certificated employees and at least 40 percent of their classified employees received youth behavioral health training. Related to behavioral health, CBK includes with their petition a copy of their suicide prevention policies required by Education Code section 215, within the Parent-Student Handbook and Staff Handbooks. Although there are overlapping requirements for policies related to suicide prevention and behavioral health, the charter school’s current policy requires further tailoring to address referral protocols for pupils experiencing “youth behavioral health disorders”. Youth behavioral health disorders, as defined, means mental health and substance abuse disorders.

Notwithstanding the above, the Review Team evaluated these deficiencies against all other changes required to be addressed in the Renewal Petition. In totality, the Renewal Petition has been updated consistently with most new legal requirements since the last approval of the charter school petition.

C. Fiscal Review

Monitoring the fiscal viability of a charter school is a fundamental component of the chartering authority’s ongoing oversight responsibilities. Fiscal concerns are typically identified and addressed throughout the charter term. While the renewal process does not impose a separate or heightened review of fiscal factors, the chartering authority may consider such concerns if they are persistent or indicate systemic financial instability.

Figure 11: Fiscal Oversight Review Standards

| Review Standards | |
|-------------------|---|
| Fiscal Management | <ul style="list-style-type: none"> ● Adheres to generally accepted accounting principles (GAAP) ● Maintains a balanced budget ● Submits all legally required reports accurately and on time ● Completes audits timely with clean findings ● Implements approved internal fiscal control policies and procedures ● Discloses related LLCs, 501(c)(3) organizations, and charter management organizations (CMOs) ● Transparently reports current debt and lease agreements |
| Fiscal Viability | <ul style="list-style-type: none"> ● Maintains MOU-required reserves ● Positive multi-year financial projection ● Positive cash flow ● Appropriate days of Cash on Hand ● Sustainable enrollment ● Efficient spending ● Effective debt management |
| Due Process | <p>Ensure the school has been provided due process to include the following:</p> <ul style="list-style-type: none"> ● At least 30 days’ notice of the alleged violation ● Reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school |

Denial Standard

The school is unlikely to successfully implement the program set forth in the petition due to substantial fiscal factors, with either of the following findings:

- The charter school has been provided with at least 30 days’ notice of fiscal violation(s);
- The charter school has been provided with a reasonable opportunity to cure the violation(s);
- The corrective action proposed by the charter school has been unsuccessful; OR

- The violation(s) are sufficiently severe and pervasive as to render a corrective action plan unviable

Determinations for Consideration

No findings.

D. Governance Review

Monitoring the viability of a charter school's governance is a fundamental component of the chartering authority's ongoing oversight responsibilities. Governance concerns are typically identified and addressed throughout the charter term. While the renewal process does not impose a separate or heightened review of fiscal factors, the chartering authority may consider such concerns if they are persistent or indicate systemic financial instability.

Figure 12: Governance Oversight Review Standards

| Review Standards | |
|--|---|
| Compliance with Legal and Charter Requirements | <ul style="list-style-type: none"> • Consistently complies with all state and federal laws, charter petition, and bylaws • Adheres to the Brown Act, Political Reform Act, Public Records Act, LCAP, and Nonprofit Corporation Code requirements • Ensures all staff are properly vetted, qualified, and credentialed • Maintains safe, permitted, and insured facilities • Keeps all health and safety policies and procedures up to date |
| Board Oversight and Effectiveness | <ul style="list-style-type: none"> • The board has the capacity to fulfill its responsibilities effectively • Maintains independence and avoids conflicts of interest • Actively participates in meetings, coming prepared and engaged • Oversees resources and budgets responsibly • Addresses audit findings and implements corrective actions • Ensures stable and effective school leadership • Engages educational partners in decision-making processes • Meets or actively works toward the student outcomes outlined in the charter |
| Due Process | <p>Ensure the school has been provided due process to include the following:</p> <ul style="list-style-type: none"> • At least 30 days' notice of the alleged violation • Reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school |

Denial Standards

The school is unlikely to successfully implement the program set forth in the petition due to substantial governance factors, with either of the following findings:

- The charter school has been provided with at least 30 days' notice of fiscal violation(s);
- The charter school has been provided with a reasonable opportunity to cure the violation(s);
- The corrective action proposed by the charter school has been unsuccessful; OR
- The violation(s) are sufficiently severe and pervasive as to render a corrective action plan unviable

Determinations for Consideration

No findings.

E. Enrollment Review

As part of its ongoing oversight responsibilities, the chartering authority regularly monitors student enrollment trends and reviews complaints. When evaluating a charter renewal petition, the authorizer is required to consider whether the charter school is serving all students who wish to attend.

Review Standards

| | |
|--------------------------|---|
| Substantiated Complaints | Consider any substantiated complaints of non-compliance pertaining to any of the following: <ul style="list-style-type: none">● Suspension● Expulsion● Involuntary Removal |
| Enrollment Pattern Data | Consider any enrollment data provided by the CDE in response to an authorizer request for information (Optional, authorizer discretion) |
| Due Process | Ensure the school has been provided due process to include the following: <ul style="list-style-type: none">● At least 30 days' notice of the alleged violation● Reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school |

Figure 13: Student Enrollment Oversight Review Standards

Denial Standards

- Finding(s) of fact for denial if the charter school is not serving all pupils who wish to attend
- Evidence to support any finding of fact under this part will be included in the report

Determinations for Consideration

The school is currently in good standing.

Recommendations

None

END OF DOCUMENT

Refer to page 1 Renewal Options for Board Action