



**Renewal Petition Staff Report  
The Journey School  
February 17, 2026**

Part I. Executive Summary: Staff Report for The Journey School

**School Overview**

<b>Charter Organization:</b>	REAL Journey Academies	<b>Current Grades Served:</b>	TK-6
<b>District Boundary</b>	Moreno Valley Unified School District	<b>Current Authorized Grades:</b>	TK-6
<b>Year Opened:</b>	2018	<b>Current Enrollment:</b>	570
<b>Previous Renewal Year(s):</b>	N/A	<b>Term Expiration:</b>	June 30, 2026

**I. Background**

The Journey School operates a TK-6, classroom-based charter school in Moreno Valley that includes a single school site.

On December 15, 2025 The Journey School (“Journey”) submitted a material revision (“Material Revision”) and renewal petition (“Renewal Petition”) to the Riverside County Board of Education (“Board”). On March 4, 2026, the Board will hold a public hearing at which time it will either grant or deny the Material Revision and Renewal Petition. Riverside County Office of Education (“RCOE”) staff and legal counsel have reviewed the Material Revision and 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 Journey’s last material revision was granted in 2021. This report contains the analysis and proposed findings of fact related to the Renewal Petition for Board consideration. RCOE staff have prepared a separate report addressing its analysis and proposed findings of facts relating to the Material Revision. Staff’s analysis of whether Journey appropriately addressed any changes in the law since its last renewal and material revision, is addressed collectively in this report.

## II. Renewal Options for Board Action

It is recommended that the Board take action to either grant or deny the proposed renewal petition. The 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 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 Board to support its decision regarding the approval or denial of the charter renewal petition submitted by Journey.

### Review and Analysis

RCOE applied a standardized and evidence-based methodology to evaluate the school's eligibility for charter renewal, consistent with the requirements of EC 47607(c)(1), 47607(c)(3), and 47607.2(b)(1)–(3). State law directs authorizers to determine whether a school currently meets state performance standards and, if not, whether it has made sufficient progress toward meeting those standards over time. Academic indicators, specifically English Language Arts and mathematics, must be afforded primary weight in this analysis. RCOE, therefore, based all determinations on verified performance data from the California School Dashboard, other publicly available data files, and multi-year student group results. Context was reviewed to support interpretation, not substituting for performance evidence.

## IV. Executive Summary of Findings

### A. <sup>1</sup>Insufficient Progress Toward Standards

The Board has the authority to deny renewal of the charter petition if it determines that all of the following are true:

- The school has failed to meet or make sufficient progress toward standards; AND
- Closure is in the best interest of students; AND
- **This determination requires greater weight to be provided to performance on measurements of academic performance<sup>2</sup>.**

This evaluation incorporates two complementary but distinct standards: (1) snapshot measures of outcomes, including standards met, and (2) longitudinal analysis that tracks the same students across grade spans.

#### Findings for Consideration (Academic Performance)

No findings were determined for measures of academic performance.

#### Findings for Consideration (Other Indicators)

##### 1. Chronic Absenteeism

Journey has not demonstrated meeting standards for Chronic Absenteeism in most years for the All Students group and most other student groups, based on publicly available data on the California School Dashboard.

The Chronic Absenteeism indicator measures the percentage of students who are absent for 10 percent or more of instructional days. In alignment with Education Code section 47607(c)(1), staff reviewed the school's Chronic Absenteeism results to assess whether students met state-defined performance benchmarks. The school's Chronic Absenteeism outcomes demonstrate elevated rates in most years. Although the school demonstrated improvement on the 2024 Dashboard, this improvement has not been sustained across the term of the charter. **While Chronic Absenteeism is not weighted as heavily as the core academic indicators, it provides important context regarding student access to**

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<sup>1</sup> Only applicable to middle performance category

<sup>2</sup> Education Code Section 47607.2(b)(6)

**instruction and overall engagement.** Current performance suggests that attendance practices are in need of targeted strengthening to better support consistent student participation and academic progress.

## 2. Suspension

Journey has not demonstrated meeting standards for Suspension Rate in most years for the All Students group and most other student groups, based on publicly available data on the California School Dashboard.

The Suspension Rate indicator reflects the percentage of students receiving one or more suspensions during the academic year. In alignment with Education Code sections 47607(c)(1) and 47607(c)(3), staff reviewed the school's Suspension Rate results to assess whether disciplinary outcomes met state-defined performance benchmarks. The school's Suspension Rate outcomes demonstrate mixed results across reporting years. Although some student groups met standards in select years, these outcomes have not been consistent across the term of the charter. **While Suspension Rate is not weighted as heavily as the core academic indicators, it provides important context regarding school climate, student engagement, and equitable access to instructional time.** Current performance suggests that disciplinary practices would benefit from greater consistency to support positive student behavior and engagement.

## B. Not Reasonably Comprehensive

The 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.<sup>3</sup>

### Findings for Consideration

RCOE identified changes in the law that directly relate to those elements described in Education Code section 47605 requiring a reasonably comprehensive description, that were not described in the Renewal Petition. Specifically, the Renewal Petition did not include a description of the required K-2 reading screener. This legal requirement is further described in Part II of this report. This legal requirement is in effect or will be in effect at the start of the term authorized by the Renewal Petition, if approved by the Board. In totality, the Renewal Petition has been updated consistent with most new legal requirements since the petition's last adoption.

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<sup>3</sup> Education Code Section 47607(b)

### C. Significant Fiscal Deficiencies

The 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:<sup>4</sup>

- 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

The 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:<sup>5</sup>

- 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.

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<sup>4</sup> Education Code Section 47607(e)

<sup>5</sup> Education Code Section 47607(e)

## E. Enrollment Pattern Concerns

The 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 attend<sup>6</sup> 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 2 Renewal Options for Board Action*

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<sup>6</sup> Education Code Section 47607(d)(3)

## Part II. DETAILED ANALYSIS: Staff Report for The Journey 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”).<sup>7</sup> 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 Performance Evaluation <u>Not</u> Required for Approval	Performance Evaluation Required for Approval	Presumptive Denial Performance Evaluation Required for Approval	Performance Evaluation Required for Approval

**Figure 1:** Renewal Tier Performance Categories

<sup>7</sup> See <https://www.caschooldashboard.org/about/accountability>.

School performance determinations are based on the two most recent, consecutive years of Dashboard data. Schools qualifying for Dashboard Alternative School Status (DASS) are held to a distinct renewal evaluation standard.<sup>8</sup>

The following two criteria are used to determine the performance category (i.e. High, Middle or Low) of a charter school:

1. **Criterion 1:** Based on the performance colors received for all of the state indicators on the Dashboard for the two previous Dashboard years. The Dashboard state indicators are:
  - English language arts/literacy (ELA)
  - Mathematics
  - Chronic Absenteeism Indicator
  - English Learner Progress Indicator (ELPI)
  - Graduation Rate Indicator
  - College/Career Indicator (CCI)
  - Suspension Rate Indicator
  
2. **Criterion 2:** Based on the “Status” (also known as current year data) for all academic indicators with a performance color for the two previous Dashboard years. Education Code section 47607, subdivision (c)(3) defines academic indicators as:
  - ELA
  - Mathematics
  - ELPI
  - CCI

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: CDE has designated Journey as “middle-performing” charter school pursuant to Education Code section 47607.2, subdivision (b).

For middle-performing schools, a chartering authority **must** consider schoolwide performance data and performance of all subgroups on state and local indicators in its renewal petition review process. Greater weight must be provided to “performance on measurements of academic performance in determining whether to grant a charter renewal”<sup>9</sup>:

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<sup>8</sup> See <https://www.cde.ca.gov/ta/ac/activeschools.asp>.

<sup>9</sup> Ed. Code § 47607.2(b)(2).

### C. Denial Standards

Pursuant to Education Code section 47607.2(b)(6), a chartering authority **may deny** the renewal of a middle-performing charter school only upon making written findings, setting forth specific facts to support the finding, that:

- The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
- Closure of the charter school is in the best interest of pupils; and
- The decision not to renew gives “greater weight” to the charter school’s performance on measurements of academic performance.

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.

CDE has designated Journey as a “middle-performing” charter school pursuant to Education Code section 47607.2. RCOE has confirmed Journey qualifies for a Middle-Tier Performance Review based on its performance on the 2024 and 2025 California School Dashboard. The Review Team’s detailed evaluation follows.

*[remainder intentionally left blank]*

## II. School Review

### A. Performance Review

#### 1. Performance Review: Middle Tier

Review Standards <sup>10</sup>	
Dashboard Performance	<ul style="list-style-type: none"><li>• Schoolwide performance on the state indicators</li><li>• Student group performance on the state indicators</li><li>• Dashboard reporting on local indicators</li><li>• Greater weight shall be provided to measures of academic performance: ELA, Math, and English Learner Progress</li></ul>
Verified Data <sup>11</sup>	<ul style="list-style-type: none"><li>• Measurable increases in academic achievement demonstrated by a year's progress for each year in school; or</li><li>• Strong postsecondary outcomes defined by college enrollment, persistence, and completion rates equal to similar peers</li></ul>

**Figure 2:** Middle-Tier Performance Review Standards

#### 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.

<sup>10</sup> Education Code Sections 47607(c), 47607.2(b)

<sup>11</sup> RCOE will continue to accept and consider the Charter School's use of verified data following the sunset of the applicable Education Code provision as additional information related to Charter School's performance, provided that the submission adheres to state-recommended data use procedures.

Protocol Step	Subsection	Description	Ed Code Grounding
Step 1 – Data Record	1.1 Data Collection	Collect Dashboard indicators (ELA/Math DFS, ELPI, Chronic Absenteeism, Suspension, Grad Rate, CCI) over 3–5 years.	47607(c)(1) – pupil outcomes
	1.2 Participation Verification	Document participation rates, LOSS penalties, continuous enrollment factors.	47607(c)(1)
	1.3 Subgroup Data Protocol	Extract multi-year subgroup performance and identify disparities.	47607(c)(3) – subgroup outcomes
Step 2 – Standard Met	2.1 Status Determination	Determine if each indicator meets state standard (Yes/No) based on most recent Status.	47607(c)(1); 47607.2(b)(1)
	2.2 Validation	Cross-check Status with Additional Reports and Five-by-Five tables.	47607.2(b)(1)
Step 3 – Longitudinal Trajectory	3.1 Trajectory Classification	Classify multi-year pattern as Sustained High, Rising, Static, Inconsistent, Persistent Low.	47607(c)(1) – analysis of multi-year trends
	3.2 Pattern Detection	Review 3–5 years for directional patterns including cohort changes, penalties, volatility.	47607.2(b)(1)–(2)
	3.3 Subgroup Trajectory	Apply same trajectory classification to subgroups and identify persistent gaps.	47607(c)(3)
Step 4 – Local Evidence	4.1 Local Measures	Analyze multi-year patterns in NWEA, i-Ready, common assessments, course completion.	47607.2(b)(2) – use of local indicators
	4.2 Consistency Check	Verify alignment between local and state measures; document discrepancies.	47607.2(b)(2)
	4.3 Validation	Ensure reliability of local data; require explanations where necessary.	47607(c)(1)
Step 5 – Renewal Determination	5.1 Standards Compliance	Identify how many indicators met state standard; document persistent failures.	47607(c)(1)
	5.2 Trajectory Synthesis	Evaluate overall multi-year trajectory across all indicators.	47607.2(b)(1)–(2)
	5.3 Contextual Analysis	Consider contextual factors (program shifts, leadership, SPED systems, enrollment).	47607(c)(1)
	5.4 Final Determination	Synthesize all evidence into a clear renewal determination.	47607(c)(1); 47607.2(b)(1)–(2)
	5.5 Documentation & Transparency	Publish the finalized one-pager; include in board docs; archive.	47607.2(b)(2)

**Figure 3:** Comprehensive Data Protocol

### 3. Performance Review: Journey

#### Does the School Meet Standards in ELA and Mathematics?

(All Students; Student Groups)

Consistent with EC 47607(c)(1), current Dashboard Status results were reviewed to determine whether the school meets state performance standards. For a 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  $\geq 0$ . Neither the School’s ELA nor mathematics meets the standard for schoolwide performance or for most student groups. Because the school does not meet standards in the core academic indicators, it does not satisfy the “meeting standards” condition. This determination is based on current Dashboard Status, independent of trajectory/growth.

English Language Arts	Student Groups	Dashboard Color	DFS	Total	Percent	Meets Standards
	All	0/4	0/5	0/4	0%	Not Met
	English Learners	0/1	0/2	0/2	0%	Not Met
	Socioeconomically Disadvantaged	0/4	0/5	0/5	0%	Not Met
	Students with Disabilities	0/4	0/5	0/5	0%	Not Met
	African American	0/4	0/5	0/5	0%	Not Met
	Hispanic	0/4	0/5	0/5	0%	Not Met
Mathematics	Student Groups	Dashboard Color	DFS	Total	Percent	Meets Standards
	All	0/4	0/5	0/4	0%	Not Met
	English Learners	0/1	0/2	0/2	0%	Not Met
	Socioeconomically Disadvantaged	0/4	0/5	0/5	0%	Not Met
	Students with Disabilities	0/4	0/5	0/5	0%	Not Met
	African American	0/4	0/5	0/5	0%	Not Met
	Hispanic	0/4	0/5	0/5	0%	Not Met

Figure 4: ELA/Math Standards Met/Not Met

**Determination:** Journey does not meet standards in English Language Arts or Mathematics for All Students or the student groups.

#### Has the School Made Sufficient Progress towards Meeting Standards?

Pursuant to EC 47607.2(b)(1)–(2), multi-year trajectories were examined to assess whether the school has made progress toward meeting academic standards in English Language Arts and Mathematics. The analyses considered multiple cohorts of students who have progressed through grade spans 3–6, otherwise known as a quasi-longitudinal view. This is in contrast to the cross-section view of meeting standards as presented in the previous section.

## English Language Arts

In English Language Arts, the school demonstrates a persistent rising trajectory, with sustained improvement across years and student groups. Although the school has not yet met the state standard in ELA, the upward trend reflects meaningful and measurable progress toward closing the gap. This trajectory provides evidence that the school is on an established course of growth and improvement in this content area.



Figure 5: Three Consecutive Graduating Cohorts

**Determination:** Journey has made sufficient progress towards meeting standards in English Language Arts for All Students and student groups.

*[remainder intentionally left blank]*

## Mathematics

The multi-year trajectory for mathematics reflects a persistent rising trajectory, with sustained improvement across years and student groups. Although the school has not yet met the state standard in Mathematics, the upward trend reflects meaningful and measurable progress toward closing the gap. This trajectory provides evidence that the school is on an established course of growth and improvement in this content area.

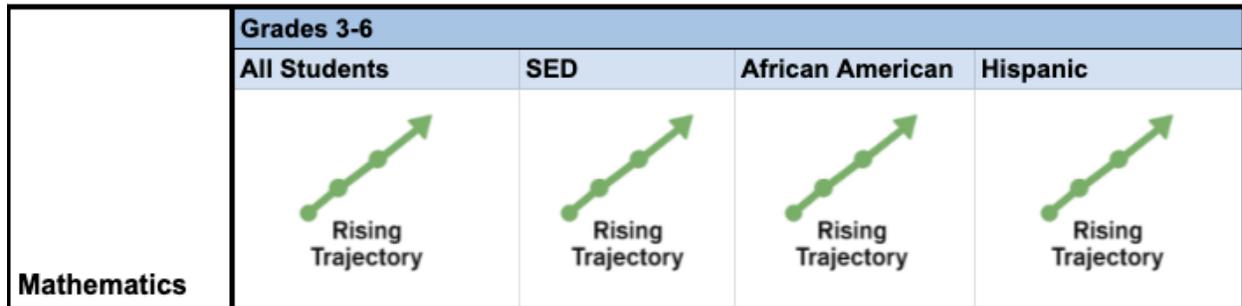


Figure 6: Three Consecutive Graduating Cohorts

**Determination:** Journey has made sufficient progress towards meeting standards in Mathematics for All Students or for student groups.

### Does the School Meet Standards in Other State Indicators?

For state indicators other than English Language Arts and Mathematics, including both academic (ELPI) and non-academic indicators (Chronic Absenteeism and Suspension), Dashboard Status results were reviewed to determine whether the school meets state performance standards. The Dashboard provides a standardized, statewide accountability framework and represents the primary evidence used to evaluate these indicators. Under the Dashboard accountability system, a school is considered to have met standards for a given indicator when it receives a blue or green performance level. Multi-year Dashboard results over the term of the charter were reviewed to assess whether performance was generally consistent with meeting standards over time, recognizing that individual years may not fully reflect a school's typical performance.

### 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 6, Journey received a blue or green performance level in three of the five most recent reporting years, including years both prior to and following the COVID-19 pandemic. While ELPI performance has varied across individual years, the multi-year Dashboard results indicate that the school has generally demonstrated effective support for English learner progress toward proficiency.

English Learner Progress					
Student Group:	2019	2022	2023	2024	2025
English Learners	Blue	Blue	Red	Red	Green

Figure 7: ELPI Performance on the CA Dashboard

**Determination:** Journey has made sufficient progress toward English proficiency for multilingual learners.

*[remainder intentionally left blank]*

### Chronic Absenteeism

The Chronic Absenteeism indicator measures the percentage of students who are absent for 10 percent or more of instructional days. Consistent with Education Code section 47607(c)(1), staff reviewed multi-year absenteeism trends to assess current performance and progress over time. The school's Chronic Absenteeism results are historically high and have not met state performance standards across multiple years. Although the school demonstrated an overall positive trend on the 2024 Dashboard, absenteeism rates remain elevated. These results indicate that attendance continues to be an area in need of focused improvement, particularly given its direct relationship to student access, instructional time, and overall academic progress. The indicator therefore informs both the standards determination and the school's broader conditions for supporting student engagement.

Chronic Absenteeism				
Student Group:	2022	2023	2024	2025
All	Red	Red	Yellow	Red
African American	Red	Orange	Yellow	Orange
English Learners	Red	Red	Red	Orange
Hispanic	Red	Red	Yellow	Red
Socioeconomically Disadvantaged	Red	Red	Yellow	Orange
Students with Disabilities	Red	Red	Orange	Red
Two or More Races	White	White	White	Red

Figure 8: Chronic Absenteeism Performance on the CA Dashboard

**Determination:** Journey does not meet standards for Chronic Absenteeism.

### 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 10, Journey’s Suspension Rate results show mixed performance across years, with the school not meeting state performance standards in the majority of reporting years for the All Students group and most student groups. While some student groups met standards in select years, the overall pattern indicates inconsistent performance over time. These results suggest that disciplinary practices represent an area in need of continued attention, particularly given their relationship to school climate, student engagement, and equitable access to instructional time.

Suspension Rate				
Student Group:	2022	2023	2024	2025
All	Green	Red	Red	Yellow
African American	Green	Red	Red	Yellow
English Learners	Blue	Orange	Orange	Green
Hispanic	Blue	Orange	Red	Green
Socioeconomically Disadvantaged	Green	Red	Red	Yellow
Students with Disabilities	Yellow	Red	Orange	Red
Two or More Races	White	White	White	Orange

Figure 9: Suspension Rate Performance on the CA Dashboard

**Determination:** Journey does not consistently meet standards for Suspension Rate.

## Recommendations

Due to the school not meeting standards across student groups, it is recommended that the school develop and implement a Comprehensive Improvement Plan that includes Chronic Absenteeism and Suspension that addresses the following:

- Clear, measurable goals for growth disaggregated by the All Student Group and all other student groups
- Specific, research-aligned intervention strategies the school will use to address areas of need
- Defined timelines and progress benchmarks
- Growth metrics
- Mid-year and Annual Updates to RCOE and/or the Board

## 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"><li>● Be substantive, not a list</li><li>● Address all aspects of each element</li><li>● Be specific to this charter</li></ul>

**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

RCOE has identified an area of the Renewal Petition that failed to address new legal requirements that have become effective since Journey's last material revision. Education Code section 47607(b) requires Charter Schools to include any new legal requirements of charter schools since a petition was last renewed. RCOE recognizes that a charter petition is not designed to include any and all laws that a charter school must comply with. Rather, RCOE evaluates whether the 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. The following summarizes the deficiencies:

#### **K-2 Reading Screener (*Element 1*)**

Page 178 of the Petition identifies "SFA Reading Assessments" for grades TK-8, but does not specifically acknowledge the requirements imposed by Education Code section 53008. Starting in the 2025-26 school year, Charter School must assess pupils in Kindergarten and grades 1 and 2 for reading difficulties. The assessment must be adopted by the Charter School's governing board. Since the screener "should be considered part of a school's comprehensive instructional strategy", acknowledgement of the requirement should be included in the Charter Schools description of its educational program (Element 1).

## 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.

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

**Figure 11:** Fiscal Oversight Review Standards

### 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.

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

**Figure 12:** Governance Oversight Review Standards

#### 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.

#### 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

#### Review Standards

Substantiated Complaints	Consider any substantiated complaints of non-compliance pertaining to any of the following: <ul style="list-style-type: none"> <li>• Suspension</li> <li>• Expulsion</li> <li>• Involuntary Removal</li> </ul>
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"> <li>• At least 30 days' notice of the alleged violation</li> <li>• Reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school</li> </ul>

**Figure 13:** Student Enrollment Oversight Review Standards

Determinations for Consideration

The school is currently in good standing.

Recommendations

None

END OF DOCUMENT

*Refer to page 2 Renewal Options for Board Action*