



**Renewal Petition Staff Report  
JCS Pine Hills  
May 15, 2026**

Part I. Executive Summary: Staff Report for JCS Pine Hills

**School Overview**

<b>Charter Organization:</b>	JCS, Inc.	<b>Current Grades Served:</b>	TK-12
<b>District Boundary</b>	Countywide	<b>Grades Authorized:</b>	TK-12
<b>Year Opened:</b>	2018	<b>Previous Renewal Year(s):</b>	N/A
<b>Program Type:</b>	Nonclassroom-based	<b>Term Expiration:</b>	June 30, 2026
<b>Current Enrollment:</b>	750	<b>Renewal Tier</b>	High Tier

**I. Background**

JCS Pine Hills operates a TK–12 nonclassroom-based charter school in Temecula, which includes two school sites. JCS is seeking to expand its network of resource centers within the County and has submitted a material revision request to add a resource center in Hemet.

On March 19, 2026, JCS Pine Hills (“JCS”) submitted a material revision (“Material Revision”) and renewal petition (“Renewal Petition”) to the Riverside County Board of Education (“County Board”). On June 3, 2026, the County 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 JCS’s last material revision was granted in 2020. This report contains the analysis and proposed findings of facts related to the Renewal Petition for County 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 JCS appropriately addressed any changes in the law since its last 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, 6, or 7-year term, commencing July 1, 2026, and concluding June 30, 20\_\_, 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 JCS.

### Review and Analysis

RCOE evaluated the school's eligibility for renewal using a standardized, evidence-based methodology aligned with Education Code (EC) Section 47607. Pursuant to EC Section 47607(c)(1), the chartering authority **shall consider** the school's performance on the state and local indicators reflected in the California School Dashboard.

## IV. Summary of Performance Review

### A. Weighted Renewal Performance Indicators

Standard of review under EC 47607(c)(1): a school satisfies the standard through current proficiency (meets state benchmarks) or growth (sufficient progress toward them). Verdicts reflect All Students; subgroup detail appears in the detailed report.

Indicator	Outcome	Rationale
ELA	Meets Standard	Proficiency threshold satisfied: All Students group DFS $\geq 0$ in all reported years.
Math	Sufficient Progress	Proficiency route not met in any of 4 years; <i>growth threshold satisfied through rising trajectory in longitudinal cohort analysis for the All Students group.</i>
CCI	Meets Standard	Proficiency threshold satisfied: College/Career Indicator met in 2 of 3 reported years.
ELPI	Indeterminate	Not evaluable: insufficient n-size in all years of the charter term prevented a state color designation.

## B. Non-Weighted Indicators

Indicators not weighted in the renewal calculation but considered as part of the overall performance review. Verdicts reflect All Students; subgroup detail appears in the detailed analysis.

Indicator	Outcome	Rationale
Graduation Rate	Does Not Meet	Multi-year trend inconsistent despite noted gains in 2025. However, the small cohort size warrants cautious interpretation.
Chronic Absenteeism	Does Not Meet	Multi-year trend inconsistent despite noted gains in 2025.

Suspension Rate	Meets Standard	Verified by the multi-year state-level indicator.
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#### IV. Executive Summary of Findings

EC Section 47607(c)(2) establishes the performance thresholds under which a high tier charter shall not be denied renewal for academic performance. Notwithstanding these provisions, the statute requires that renewal determinations be based on verified performance on applicable indicators. JCS is ineligible for findings in the area of academic performance due to its high-tier designation.

##### A. 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>1</sup>

##### Findings for Consideration

No findings were determined.

##### B. 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>2</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

<sup>1</sup> Education Code Section 47607(b)

<sup>2</sup> Education Code Section 47607(e)

#### Findings for Consideration

No findings were determined.

#### Comments

The charter school's cash flow projections contain numerous inaccuracies, which impede the ability to reliably assess the school's projected cash position and liquidity.

#### C. 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>3</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.

#### D. Enrollment Pattern Concerns

The Board has the authority to deny renewal of the charter petition if it determines that

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

the school is not serving all students who wish to attend<sup>4</sup> the following are true:

- The charter school has been provided with at least 30 days' 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.

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*Refer to page 1 Renewal Options for Board Action*

## Part II. DETAILED ANALYSIS: Staff Report for

### 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

#### 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

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<sup>4</sup> Education Code Section 47607(d)(3)

(“Dashboard”).<sup>5</sup> The California Department of Education (“CDE”) designates charter schools as “low-performing,” “middle-performing,” or “high-performing.”

**Figure 1:** Renewal Tier Performance Categories

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

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 different renewal evaluation standard.<sup>6</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

<sup>5</sup> See <https://www.caschooldashboard.org/about/accountability>.

<sup>6</sup> See <https://www.cde.ca.gov/ta/ac/activeschools.asp>.

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 the lowest performance: CDE has designated JCS as a “high-performing” charter school pursuant to Education Code section 47607, subdivision (c).

For high-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.

### C. Denial Standards

Pursuant to Education Code section 47607(c)(2), a chartering authority shall not deny the renewal of a high-performing charter school for academic performance. The chartering authority may renew the petition for a period of between 5 and 7 years.

Notwithstanding, 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 JCS as a “high-performing” charter school pursuant to Education Code section 47607. RCOE has confirmed JCS qualifies for a High-Tier Performance Review based on its performance on the 2024 and 2025 California School Dashboard. The Review Team’s detailed evaluation follows.

## II. School Review

## A. Performance Review

### 1. Performance Review: High Tier

Review Standards <sup>7</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></ul>

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

### 2. Performance Review: Scope and Scale

The Review Team conducted its analysis under a phased protocol derived from the Education Code, ensuring the report was both comprehensive in scope and consistent with applicable statutory requirements.

**Figure 3:** Comprehensive Data Protocol

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<sup>7</sup> Education Code Sections 47607(c)

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)

## 2. Performance Review: JCS Pine Hills

## 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  $\geq 0$ . In ELA, the school met standards for the All Students, Two or More Races, and White student groups, but did not meet standards for Socioeconomically Disadvantaged, Students with Disabilities, or Hispanic students. In mathematics, the school did not meet standards for any group. Because the school meets standards in ELA overall, it satisfies the “meeting standards” condition. This determination is based on current Dashboard Status, independent of trajectory/growth.

Figure 4: ELA/Math Standards Met/Not Met

	Student Groups	Dashboard Color	DFS	Total	Percent	Meets Standards
English Language Arts	All	1/5	5/5	5/5	100%	Met
	Socioeconomically Disadvantaged	0/4	0/5	0/4	0%	Not Met
	Students with Disabilities	0/4	0/5	0/4	0%	Not Met
	Hispanic	1/4	2/5	2/5	40%	Not Met
	Two or More Races	2/4	5/5	5/5	100%	Met
	White	3/4	5/5	5/5	100%	Met
	Mathematics	All	0/4	0/5	0/4	0%
Socioeconomically Disadvantaged		0/4	0/5	0/4	0%	Not Met
Students with Disabilities		0/4	0/5	0/4	0%	Not Met
Hispanic		0/4	0/5	0/4	0%	Not Met
Two or More Races		1/4	0/5	1/4	25%	Not Met
White		1/4	0/5	1/4	25%	Not Met

**Determination:** JCS meets standards in English Language Arts for the All Students group and two student groups. The school does not meet standards in Mathematics for any group.


## 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 3–8, 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 high trajectory, with sustained improvement across years. Although the school has not yet met the state standard in ELA, the upward trend reflects meaningful and measurable progress towards Meeting Standards. This trajectory provides evidence that the school is on an established course of growth and improvement in this content area.

Figure 5: Four Consecutive Graduating Cohorts


	Grades 3-8	
	All Students	Other Student Groups
English Language Arts	 Sustained High Trajectory	None

**Determination:** JCS has made sufficient progress towards meeting standards in English Language Arts for the All Students student group.

### Mathematics

In Mathematics, the school demonstrates a rising trajectory, with sustained improvement across years. Although the school has not yet met the state standard in Math, the upward trend reflects meaningful and measurable progress towards Meeting Standards. This trajectory provides evidence that the school is on an established course of growth and improvement in this content area.

Figure 6: Four Consecutive Graduating Cohorts

	Grades 3-8	
	All Students	Other Student Groups
Mathematics	 Rising Trajectory	None

**Determination:** JCS has made sufficient progress towards meeting standards in Mathematics for the All Students student group.

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

For state indicators other than English Language Arts and Mathematics, including the

English Learner Progress Indicator (ELPI), Chronic Absenteeism, and Suspension, Dashboard results were reviewed to determine whether the school meets state performance standards prescribed by statute. Consistent with the California School Dashboard framework, a school is considered to have met standards for an indicator if it receives a Blue or Green performance level. Multi-year results available for the current charter term were reviewed to evaluate performance against these benchmarks over time.

### English Language Progress Indicator

The English Learner Progress Indicator (ELPI) measures the proportion of English learners making annual progress toward English proficiency. Consistent with EC 47607(c)(1), staff reviewed multi-year ELPI results to determine whether the school met or made progress toward meeting state expectations for English learner development.

**Figure 7:** ELPI Performance on the CA Dashboard

English Learner Progress					
Student Group:	2019	2022	2023	2024	2025
All	Fewer than 11 Students				

**Determination:** ELPI data is limited due to the minimum student count required to generate a performance level on the California Dashboard, resulting in no color designation across the charter term. No supplemental evidence was provided by the school. Accordingly, the available data does not support a meaningful analysis of trends or progress toward English language proficiency.

### 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. As reflected in Figure 8, JCS received a performance level in three reporting years, and met standard in two of those three years.

**Figure 8:** CCI Performance on the CA Dashboard

College/Career					
Student Group:	2019	2022	2023	2024	2025
All			Low		

**Determination:** JCS meets standard for College and Career Readiness.

### Graduation Rate

The Graduation Rate indicator measures the proportion of students who successfully complete high school within four years. Staff reviewed multi-year graduation outcomes, pursuant to EC 47607(c)(1), to evaluate both current performance and progress over time. The school has maintained a flat graduation rate, with a 4.9% increase in the most recent cohort. As reflected in Figure 9, JCS received a performance level rating in four reporting years.

**Figure 9:** Graduation Rate Performance on the CA Dashboard

Graduation Rate					
Student Group:	2019	2022	2023	2024	2025
All		Medium			

**Determination:** JCS does not meet standards for the Graduation Rate.

### Chronic Absenteeism

The Chronic Absenteeism indicator measures the percentage of TK–8 students absent for 10 percent or more of instructional days. Consistent with EC 47607(c)(1), staff reviewed multi-year trends to assess current performance and progress over time.

The school's data show inconsistent results across years and student groups. Some groups improved between 2023 and 2024, but most saw absenteeism rise again in 2025, with several remaining in the orange or red bands. No group reflects a sustained downward trend.

Attendance remains a moderate concern, particularly because the sample size makes year-over-year swings meaningful rather than statistical noise. Chronic absenteeism is directly tied to instructional access and academic progress; this indicator informs both the standards determination and the school's broader conditions for supporting student engagement.

**Figure 10:** Chronic Absenteeism Performance on the CA Dashboard

Chronic Absenteeism					
Student Group:	2019	2022	2023	2024	2025
All		Low			
Hispanic		Medium			
Socioeconomically Disadvantaged		Medium			
Students with Disabilities		Medium			
Two or More Races		Low			
White		Low			

**Determination:** JCS does not meet standard for Chronic Absenteeism.

### Suspension Rate Indicator

The Suspension Rate indicator reflects the percentage of students receiving one or more suspensions during the academic year. In alignment with EC 47607(c)(1) and 47607(c)(3), staff examined schoolwide and subgroup suspension patterns to evaluate student safety, climate, and equitable disciplinary practices. Overall, the school’s suspension rate has historically been low. However, the most recent California School Dashboard shows an upward trend for All Students and several student groups. African American students exhibit higher suspension rates in both years of reporting; however, the small size of this subgroup makes the rates more susceptible to year-to-year variation. These results suggest that the school’s disciplinary environment is generally supportive. While suspension is a non-academic indicator, it contributes to the overall assessment of conditions for learning and the extent to which all students benefit equitably from a positive school climate.

**Figure 11:** Suspension Rate Performance on the CA Dashboard

Suspension Rate					
Student Group:	2019	2022	2023	2024	2025
All		Very Low			
African American		High			
Hispanic		Very Low			
Socioeconomically Disadvantaged		Very Low			
Students with Disabilities		Low			
Two or More Races		Very Low			
White		Very Low			

**Determination:** JCS meets standard for Suspension Rate.

### Recommendations

Due to the school not meeting standards in Chronic Absenteeism, it is recommended that the school develop and implement a comprehensive improvement plan that includes Chronic Absenteeism 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. Document Review

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 12: 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
No findings determined.

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 13:** 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

The charter school's cash flow projections contain numerous inaccuracies, which impede the ability to reliably assess the school's projected cash position and liquidity.

### Recommendations

None.

#### 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 14:** Governance Oversight Review Standards

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	<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>

### 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 determined.

## Recommendations

None.

### 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"><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 15:** 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

No findings determined.

## Recommendations

None.

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*Refer to page 1 Renewal Options for Board Action*