CVESD
Charter Renewal Petition
Staff Report

Regarding the Renewal Charter Petition Presented to the Chula Vista Elementary School District Board of Education by

Mueller Charter School

Presented to the Chula Vista Elementary School District Board of Education on November 18, 2026

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BACKGROUND INFORMATION

On September 14, 2026, the Chula Vista Elementary School District Board of Education ("Board") received a renewal petition ("Charter Renewal Petition" or "Renewal Petition") for the renewal of Mueller Charter School ("Mueller" or "Charter School") for a five-year term beginning July 1, 2027, through June 30, 2032.

Mueller serves students in grades TK-12 through three instructional programs: Mueller Charter School (TK-6), Mueller Charter Leadership Academy (7-8), and Bayfront Charter High School (9-12). The school has operated continuously since first receiving charter authorization in 1994 and serves approximately 1,600 students.

The Board held a public hearing on October 14, 2026, to consider the terms of the Charter Renewal Petition and the level of support for the proposed Charter School by teachers employed by the school district, other employees of the school district, and parents. The Board is required to grant, deny, or take no action the Renewal Petition within ninety (90) days of receipt of the Petition, unless the parties agree to a 30-day extension. Board action is scheduled to take place at the Board meeting on November 18, 2026. The Chula Vista Elementary School District Superintendent's staff and legal counsel ("Review Team") reviewed the Charter Petition and developed proposed findings of fact for consideration by the Board.

LEGAL STANDARDS AND CRITERIA FOR EVALUATION

A charter school authorized by the county board of education may submit a renewal charter petition prior to the end of its current charter term. The legal standards and criteria that apply to a renewal petition are set forth in Education Code sections 47605, 47605.6, 47607 and 47607.2. Renewal is determined by the following:

1. Has the charter school presented a sound educational program?
2. Is the charter school demonstrably likely to successfully implement the proposed education program?
3. Is the petition reasonably comprehensive?
4. Is the school serving all students who wish to attend?

Renewal Tier Analysis

Education Code sections 47607 and 47607.2 identify three performance categories for charter school renewals: Low Performing, Middle Performing and High Performing. Charter schools who are Dashboard Alternative Schools (DASS), are not assigned a performance category. The California Department of Education (CDE) will annually publish the Charter School Performance Category Data File which will contain a list of non-DASS charter schools and their respective performance categories.

Charter schools are placed into a performance category based on two sets of criteria:

1. Criterion 1
    a. High Performing: All dashboard schoolwide performance indicators are either blue or green.
    b. Low Performing: All dashboard schoolwide performance indicators are either red or orange.
    c. If none of the criteria is met in criterion 1, evaluate criterion 2.
2. Criterion 2
    a. High Performing: All academic performance levels schoolwide that are the same or higher than the state average, **and** subgroup performance levels are higher than the state average for a majority of subgroups that statewide perform below the state average.
    b. Low Performing: All academic performance levels schoolwide are the same or below the state average, **and** subgroup performance levels are below the state average for a majority of subgroups that statewide performed below the state average.
3. If the charter school does not meet any of the criteria listed above, the charter school is placed in the middle performing category.

In CDE's most recently published Charter School Performance Category Data File (Apr. 2, 2026), Mueller is listed as in the middle performing category.

Additional Guidance for Middle Performing Charter Schools

Renewal Charter Term	May only be renewed for a 5-year term.
Petition Updates	The charter petition must contain a reasonably comprehensive description of any new requirement enacted into law after the charter was originally granted or last renewed.
Additional Renewal Conditions	**May only** be denied upon making written findings that: 1. 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** 2. The closure is in the best interest of pupils; **AND** 3. The decision provided greater weight to performance and measurements of academic performance. May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: 1. Substantial fiscal or governance concerns; or 2. The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by

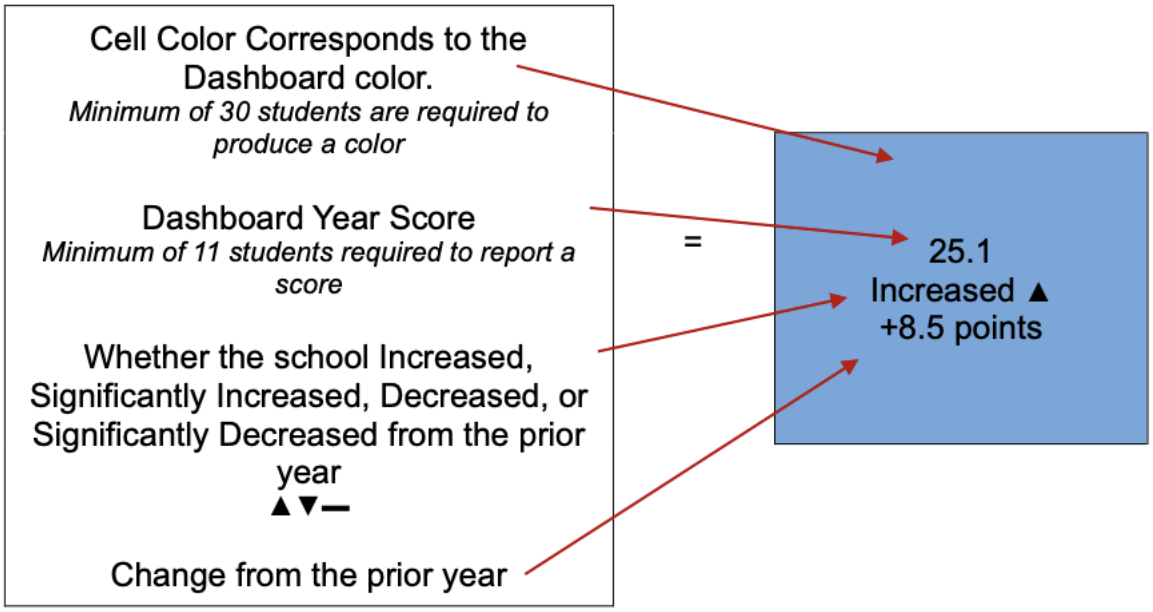
	substantiated complaints that the charter school has not complied with suspension and/or expulsion procedures. A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings: 1. The corrective action proposed by the charter school has been unsuccessful; or 2. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.
Verified Data **(optional)**	If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either: 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
Oversight Agency and Appeal **[47605]**	If a county board of education grants the renewal of a charter school, the county board of education continues as the chartering authority and oversight agency. If a county board of education denies renewal of a charter school, the Charter School may file an appeal of the decision to the State Board of Education (Ed. Code § 47605(k)(2); 5 CCR § 11966.6(a))

REVIEW AN ANALYSIS

The Chula Vista Elementary School District Charter School Services staff has reviewed the Charter School's performance on the California School Dashboard, verified data provided by the Charter School, and the Charter Petition in the areas below. These analysis and findings are not intended to be exhaustive and should not be interpreted to suggest or imply approval of any aspect of the Charter Petition not specifically addressed.

California Dashboard Summary

Below provides a summary of the charter school's performance schoolwide on the California School Dashboard over the charter term. The data below is displayed in the following format:



The most recent California School Dashboard available is 2025, representing performance from the 2024-25 school year.

Dashboard Indicator	2021-22 No Change Level	2022-23	2023-24	2024-25	Δ 22-23 to 24-25
English Language Arts (ELA)	-9.7	-9.1 Maintained – +0.6 points	-5.3 Increased ▲ +3.7 points	1.2 Increased ▲ +6.5 points	10.3
Math	-51.2	-39.3 Increased ▲ +11.9 points	-38.8 Maintained – +0.5 points	37.6 Maintained – +1.2 points	76.9
English Learner Progress	44.6	51.7 Increased ▲ +7.1 points	44.2 Declined ▼ -7.5 points	51 Increased ▲ +6.8 points	-0.7
College / Career Readiness	No Data	33.1 No Change Level	57.4 Increased ▲ +24.3 points	49.2 Declined ▼ -8.3 points	16.1
Chronic Absenteeism	20.6	20.9 Maintained – +0.3 points	11.8 Declined ▼ -9.1 points	9.3 Declined ▼ -2.5 points	-11.6

Suspension Rate	1.1	0.9 Maintained – -0.2 points	1 Maintained – +0.1 points	0.9 Maintained – -0.1 points	0
Graduation Rate	98.5	97.7 Maintained – -0.8 points	97.3 Maintained – -0.4 points	100 Increased ▲ +2.7 points	2.3

*No color available in 2021-22 because of COVID-19

The most recent Dashboard available is 2025, representing performance from the

Has the Charter School Presented a Sound Educational Program?

When considering renewal of middle performing charter, the chartering authority **shall**:

1. Consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
2. Provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
3. If the charter school has submitted verified data, consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
    a. The Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
    b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Mueller Charter School has presented a sound educational program that demonstrates alignment with state standards, educational best practices, and the requirements of the Charter Schools Act. The petition presents a comprehensive TK-12 educational continuum focused on academic achievement, leadership development, college and career readiness, community engagement, and whole-child development. Instruction is standards-aligned and supported through differentiated instructional practices, intervention systems, extended learning opportunities, and comprehensive student support services.

The school's educational model emphasizes high expectations, caring and support, and meaningful opportunities for participation. The program incorporates strong academic and social-emotional supports through its Resiliency Monitoring System, Community School model, Positive Behavioral Interventions and Supports, leadership development opportunities, and extensive family engagement practices.

California Dashboard data demonstrate generally positive student outcomes across multiple academic and non-academic indicators. Schoolwide English Language Arts performance

exceeded the statewide average in both 2024 and 2025. Mathematics performance remained above statewide averages, although mathematics achievement for Students with Disabilities remains an area for continued focus. English Learner Progress improved from 44.2% to 51.0%, exceeding the statewide average. Chronic absenteeism and suspension rates remained significantly lower than statewide averages. Graduation rates exceeded statewide performance and reached 100% in 2025.

The sections below provide additional detail and analysis of the academic indicators on the California School Dashboard, as well as any verified data provided by the charter school.

California Dashboard Performance – English Language Arts

Schoolwide ELA performance improved from -5.3 points below standard in 2024 to +1.2 points above standard in 2025, exceeding statewide performance in both years. English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless Youth all performed above their statewide comparison groups. The data indicate sustained academic performance and narrowing achievement gaps among student subgroups.

	CA Dashboard ELA Performance Schoolwide			
	2021-22 No Change Level	2022-23	2023-24	2024-25
Charter School	-9.7	-9.1 Maintained – +0.6 Points	-5.3 Increased ▲ +3.7 Points	1.2 Increased ▲ +6.5 Points
State	-12.2	-13.6 Maintained – -1.4 Points	-13.2 Maintained – +0.4 Points	-8.1 Increased ▲ +5.1 Points

	CA Dashboard ELA Performance by Student Subgroup			
	2021-22 No Change Level	2022-23	2023-24	2024-25
English Learners				
Charter School	-31.4	-46.6 Declined▼ -15.1 Points	-40.7 Increased▲ +5.9 Points	-30.6 Increased▲ +10.1 Points
State	-61.2	-67.7 Declined▼ -6.5 Points	-67.6 Maintained – +0.2 Points	-59.9 Increased▲ +7.6 Points
Foster Youth				
Charter School	*	No Data	No Data	*
State	-85.6	No Data	No Data	-79.8 Increased ▲ +7.4 Points
Homeless Youth				
Charter School	-40.9	-39.4 Maintained – +1.5 Points No Color	-46.3 Declined▼ -6.9 Points No Color	-38.7 Increased ▲ +7.5 Points No Color
State	-62.9	-67.9 Declined▼ -5 Points	-70.4 Maintained – -2.5 Points	-68.9 Maintained – +1.5 Points
Students with Disabilities				
Charter School	-92.7	-67.7 Increased ▲ +25 Points	-81.5 Declined▼ -13.9 Points	-84.2 Maintained – -2.7 Points
State	-97.3	-96.3 Maintained – +1.8 Points	-95.6 Maintained – +0.7 Points	-89.4 Increased ▲ +6.2 Points
Socioeconomically Disadvantaged				
Charter School	-20.3	-16.2 Increased▲ +4.1 Points	-10.8 Increased▲ +5.5 Points	-2.5 Increased▲ +8.3 Points
State	-41.4	-42.6 Maintained – -1.2 Points	-40.9 Maintained – +1.8 Points	-35.3 Increased▲ +5.5 Points

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

	CA Dashboard ELA Performance by Student Ethnicity			
	2021-22 No Level Change	2022-23	2023-24	2024-25
African American				
Charter School	-22.4	-1.6 Increased▲ +20.8 Points No Color	*	*
State	-57.7	-59.6 Maintained – -2 Points	-58.9 Maintained – +0.8 Points	-51.3 Increased▲ +7.5 Points
American Indian or Alaska Native				
Charter School	*	*	*	*
State	-49.3	-47.9 Maintained – +2 Points	-49 Maintained – -1.1 Points	-45.4 Increased▲ +3.6 Points
Filipino				
Charter School	39.8	*	89.3 No Change Level*	*
State	42.9	44 Maintained – 1.1 Points	45.8 Maintained – +1.8 Points	49.6 Increased▲ +3.8 Points
Hispanic or Latino				
Charter School	-12.3	-11.2 Maintained – +1.1 Points	-7.9 Increased▲ +3.3 Points	-0.3 Increased▲ +7.5 Points
State	-38.6	-40.2 Maintained – -1.7 Points	-39.3 Maintained – +0.9 Points	-33.7 Increased▲ +5.7 Points
Pacific Islander				
Charter School	No Data	*	No Data	No Data
State	No Data	-32.5 Declined▼ -3.4 Points No Color	No Data	No Data

White				
Charter School	19.2	5.7 Declined▼ -13.5 Points	6.3 Maintained – +0.6 Points	-0.4 Declined▼ -6.8 Points
State	21.9	20.8 Maintained – -1.2 Points	19.2 Maintained – -1.6 Points	23.8 Increased▲ +4.7 Points
Two or More Races				
Charter School	*	25.5 No Change Level*	13 Increased▲ +38.5 Points No Color	7.4 Declined▼ -5.6 Points No Color
State	25.1	24.3 Maintained – -0.8 Points	24.3 Maintained – 0 Points	29.4 Increased▲ +5.1 Points
Not Reported				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				

Note: No Level Change (no color) in 2021-22 due to COVID-19.
* Fewer than 11 students. Data not displayed for privacy.

California Dashboard Performance – Mathematics

Schoolwide mathematics performance remained above statewide averages during both reported years. English Learners, Socioeconomically Disadvantaged students, and Homeless Youth outperformed statewide comparison groups. While Students with Disabilities remained below statewide averages, the school identifies this population as an area of focus and demonstrates targeted intervention strategies designed to improve outcomes.

	CA Dashboard Math Performance Schoolwide			
	2021-22 No Level Change	2022-23	2023-24	2024-25
Charter School	-51.2	-39.3 Increased▲ +11.9 Points	-38.8 Maintained – +0.5 Points	-37.6 Maintained – +1.2 Points
State	-51.7	-49.1 Maintained – +2.6 Points	-47.6 Maintained – +1.5 Points	-42.4 Increased▲ +5.2 Points

Note: No Level Change (no color) in 2021-22 due to COVID-19.
* Fewer than 11 students. Data not displayed for privacy.

	CA Dashboard Math Performance by Student Subgroup			
	2021-22 No Level Change	2022-23	2023-24	2024-25
English Learners				
Charter School	-58.4	-59.2 Maintained – -0.9 Points	-56 Increased ▲ +3.2 Points	-54.7 Maintained – +1.3 Points
State	-92	-93.4 Maintained – -1.4 Points	-93.4 Maintained – 0 Points	-86.1 Increased ▲ +7.3 Points
Foster Youth				
Charter School	*	No Subgroup	No Subgroup	*
State	-129.3			-121.9 Increased ▲ +3.2 Points
Homeless Youth				
Charter School	-63.9	-81.7 Declined ▼ -17.8 Points No Color	-44.4 Increased ▲ +37.3 Points No Color	-81.5 Declined ▼ -37.1 Points No Color
State	-101.8	-101.3 Maintained – +0.5 Points	-106 Declined ▼ -4.7 Points	-102.8 Increased ▲ +3.2 Points
Migrant Education				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Students with Disabilities				
Charter School	-126	-103.1 Increased ▲ +22.9 Points	-125.4 Declined ▼ -22.3 Points	-135.5 Declined ▼ -10.1 Points
State	-130.8	-127.3	-124.3	-120.7

		Increased ▲ +5.5 Points	Maintained – +2.9 Points	Increased ▲ +3.6 Points
Socioeconomically Disadvantaged				
Charter School	-59.6	-43.1 Increased ▲ +16.5 Points	-44.1 Maintained – -1.1 Points	-42.8 Maintained – +1.3 Points
State	-84	-80.8 Increased ▲ +3.2 Points	-78.2 Maintained – +2.6 Points	-72.9 Increased ▲ +5.3 Points

Note: No Level Change (no color) in 2021-22 due to COVID-19.
* Fewer than 11 students. Data not displayed for privacy.

	CA Dashboard Math Performance by Student Ethnicity			
	2021-22 No Level Change	2022-23	2023-24	2024-25
African American				
Charter School	-56.1	-35.1 Increased ▲ +21 Points No Color	*	*
State	-106.9	-104.5 Maintained – +2.6 Points	-102.2 Maintained – +2.4 Points	-95.8 Increased ▲ +6.4 Points
American Indian or Alaska Native				
Charter School	*	*	*	*
State	-90.4	-87.3 Increased ▲ +4.6 Points	-86.6 Maintained – +0.7 Points	-83.3 Increased ▲ +3.3 Points
Asian				
Charter School	No Subgroup	*	*	*
State		50.8 Maintained – +2.3 Points	49.5 Maintained – -1.3 Points	51.9 Maintained – +2.4 Points
Filipino				
Charter School	-36.6	*	43.2	*
State	2.7	7.4 Increased ▲ +4.8 Points	10.4 Increased ▲ +3 Points	14.2 Increased ▲ +3.8 Points
Hispanic or Latino				
Charter School	-53	-41.2 Increased ▲ +11.8 Points	-41.9 Maintained – -0.7 Points	-40 Maintained – +1.9 Points

State	-83.4	-80.8 Maintained – +2.6 Points	-79.2 Maintained – +1.6 Points	-73.6 Increased▲ +5.6 Points
Pacific Islander				
Charter School	No Subgroup	*	No Subgroup	No Subgroup
State		-71.3 Maintained – 0 Points		
White				
Charter School	-29.7	-26.8 Maintained – +2.8 Points	-23.5 Increased▲ +3.3 Points	-24.5 Maintained – -1 Points
State	-13.4	-11.1 Maintained – +2.3 Points	-10.3 Maintained – +0.7 Points	-6.2 Increased▲ +4.2 Points
Two or More Races				
Charter School	*	-51.8 No Change Level*	-11.2 Increased▲ +40.6 Points No Color	-39.1 Declined▼ -27.9 Points No Color
State	-9.9	-7.4 Maintained – +2.5 Points	-5.3 Maintained – +2.1 Points	-0.7 Increased▲ +4.6 Points
Not Reported				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				

Note: No Level Change (no color) in 2021-22 due to COVID-19.
* Fewer than 11 students. Data not displayed for privacy.

Growth Model

Growth is a way of measuring how students' academic scores change between the current year assessment scores and the previous year assessment scores. An individual growth score looks at the difference between the students' expected test score and their actual test score. The Growth Model looks at students in grades 4 through 8 across California on ELA and Math assessments. While the Growth Model on the 2025 California School Dashboard is available for informational purposes, the State Board of Education has allowed for its consideration during charter school renewal.

Growth Model Definitions:

1. **Growth Categories**: Measure the difference between the students' expected score and the students' actual score.

Status Level	Status Cut Score
1 – Minimal	-20.1 points or fewer
2 – Moderate	-20 points to -4.9 points
3 – Average	-5.0 points to 4.9 points
4 – Accelerated	5.0 points to 19.9 points
5 – Exceptional	20.0 points or greater

2. **Status Score**: Average growth among students.
3. **Number of Students with Improved Scores**: Number of students who improved their score, by any amount, from 2023-24 to 2024-25.
4. **Percentage of Students with Improved Scores**: Number of Students with Improved Scores divided by the Total Number of Students Tested

The percentage of students with improved scores increased their scores from 2023-24 to 2024-25 by the status score.

ELA Growth
Schoolwide
Average Growth
Status Score: 2
Students Improved: 72.7%

Math Growth
Schoolwide
Average Growth
Status Score: -2
Students Improved: 64.9%



English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
English Learner	329	-1	Average	237	72%
Foster Youth	No Data	No Data	No Data	No Data	No Data
Homeless Youth	42	6	Accelerated	32	76.2%
Migrant Education	No Data	No Data	No Data	No Data	No Data
Socioeconomically Disadvantaged	437	2	Average	312	71.4%

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Students with Disabilities	52	2	Average	40	76.9%

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
African American	*	No Data	No Data	No Data	No Data
American Indian or Alaska Native	*	No Data	No Data	No Data	No Data
Asian	*	No Data	No Data	No Data	No Data
Filipino	*	No Data	No Data	No Data	No Data
Hispanic or Latino	495	3	Average	359	72.4%
Pacific Islander	No Data	No Data	No Data	No Data	No Data
White	25	-2	Average	20	80%
Two or More Races	11	17	Accelerated	9	81.8%
Not Reported	No Data	No Data	No Data	No Data	No Data

* Fewer than 11 students. Data not displayed for privacy.

Math Growth					
English Learner	328	-1	Average	213	64.9%
Foster Youth	No Data	No Data	No Data	No Data	No Data
Homeless Youth	41	-5	Average	27	65.9%
Migrant Education	No Data	No Data	No Data	No Data	No Data
Socioeconomically Disadvantaged	436	-4	Average	279	64%
Students with Disabilities	52	-7	Moderate	36	69.2%

Math Growth					
American Indian or Alaska Native	*	No Data	No Data	No Data	No Data

Math Growth					
African American	No Data	No Data	No Data	No Data	No Data
Asian	*	No Data	No Data	No Data	No Data
Filipino	*	No Data	No Data	No Data	No Data
Hispanic or Latino	495	-2	Average	320	64.6
Pacific Islander	No Data	No Data	No Data	No Data	No Data
White	25	8	Accelerated	17	68%
Two or More Races	11	0	Average	6	54.5%
Not Reported	No Data	No Data	No Data	No Data	No Data

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

College and Career Readiness Measures

Bayfront Charter High School demonstrates strong college and career readiness outcomes through implementation of A-G aligned coursework, dual enrollment opportunities, Early College pathways, Advanced Placement offerings, and college advising supports. In 2024, the school significantly exceeded statewide College and Career Indicator outcomes across all reported student groups. Although schoolwide CCI performance declined in 2025, Socioeconomically Disadvantaged students continued to outperform statewide averages.

	CA Dashboard CCI Schoolwide			
	2021-22 No Level Change	2022-23	2023-24	2024-25
Charter School	No Data	33.1% No Change Level*	57.4% Increased▲ +24.3%	49.2% Declined▼ -8.3%
State	No Data	43.9% No Change Level*	45.3% Maintained – +1.4%	51.7% Increased▲ +3.1%

	CA Dashboard CCI by Student Subgroup			
	2021-22 No Level Change	2022-23	2023-24	2024-25
English Learners				
Charter School	No Data	14.3% No Change Level	41.9% Increased ▲ +27.6% No Color	11.1% Declined ▼ -30.8% No Color
State	No Data	15.3% No Change Level*	17.2% Maintained – +1.9%	24.3% Increased ▲ +4%
Foster Youth				
Charter School	No Data	No Data	No Data	No Data
State	No Data	No Data	No Data	No Data
Homeless Youth				
Charter School	No Data	*	*	*
State	No Data	20.4% No Change Level	21.8% Maintained – +1.3%	26.5% Increased ▲ +2.7%
Migrant Education				
Charter School	No Data	No Subgroup	No Subgroup	No Subgroup
State				
Students with Disabilities				
Charter School	No Data	6.3% No Change Level*	31.3% Increased ▲ +25% No Color	13.3% Declined ▼ -17.9% No Color
State	No Data	12.3% No Change Level	13.5% Maintained – +1.1%	18.7% Increased ▲ +3.3%
Socioeconomically Disadvantaged				
Charter School	No Data	30.6% No Change Level	53.8% Increased ▲ +23.2%	48.3% Declined ▼ -5.3%
State	No Data	35.4% No Change Level	37.4% Maintained – +1.9%	44.8% Increased ▲ +4.1%

	CA Dashboard CCI by Student Ethnicity			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
African American				
Charter School	No Data	*	No Data	No Data
State	No Data	25.1% No Change Level*	No Data	No Data
American Indian or Alaska Native				
Charter School	No Data	No Data	No Data	No Data
State	No Data	No Data	No Data	No Data
Asian				
Charter School	No Data	No Data	*	No Data
State	No Data	No Data	74.5% Maintained – +1.3%	No Data
Filipino				
Charter School	No Data	*	*	*
State	No Data	65.2% No Change Level*	67.7% Increased ▲ +2.5%	74.6% Increased ▲ +3%
Hispanic or Latino				
Charter School	No Data	32.5% No Change Level*	57.1% Increased ▲ +24.7%	50.5% Declined ▼ -6.7%
State	No Data	35.5% No Change Level*	37.4% Maintained – +1.8%	45.1% Increased ▲ +4.2%
Pacific Islander				
Charter School	No Data	No Data	No Data	No Data
State	No Data	No Data	No Data	No Data
White				
Charter School	No Data	35.7% No Change Level*	*	*
State	No Data	53.2% No Change Level*	54.3% Maintained – +1.1%	58.6% Maintained – +1.3%
Two or More Races				

	CA Dashboard CCI by Student Ethnicity			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
Charter School	No Data	No Data	*	No Data
State	No Data	No Data	53.7% Maintained – +0.8%	No Data
Not Reported				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

English Learner Progress

English Learner Progress increased from 44.2% in 2024 to 51.0% in 2025 and exceeded the statewide average. These results indicate effective implementation of designated and integrated English Language Development programs and suggest meaningful progress toward English proficiency among English Learner students.

	CA Dashboard English Learner Progress			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
Charter School	44.6%	51.7% Increased ▲ +7.1%	44.2% Declined ▼ -7.5%	51% Increased ▲ +6.8%
State	50.3%	48.7% Maintained – -1.6%	45.7% Declined ▼ -3%	46.4% Maintained – +0.7%

Note: No Level Change (no color) in 2021-22 due to COVID-19.

Local Indicators: Implementation of Academic Standards

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to their local governing board at a regularly scheduled meeting and report to educational partners and the public through the Dashboard.

Standard Met

Verified Data Provided by the Charter School

As mentioned above, if a charter school provides verified data, Education Code requires the authorizing agency to also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

1. The Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Verified Data

	CAASPP ELA Performance Percent Met or Exceeded	
	2023-24	2024-25
Mueller	50.44%	51.91 %
State	47.04%	48.82 %

	CAASPP Math Performance Percent Met or Exceeded	
	2023-24	2024-25
Mueller	37.46 %	36.92 %
State	35.54 %	37.30 %

CAASPP verified data maintained high levels of achievement in ELA, increasing to 51.91%, exceeding the state average (48.82%) and showing continued improvement from the prior year. CAASPP Math, performance remained relatively stable with a slight decrease, but continues to be closely aligned with state outcomes, indicating a consistent foundation upon which ongoing instructional improvements are being built.

Current research shows large discrepancies between the nation's highest and lowest performers. These inconsistencies are seen nationally in various grades and content areas. Predominantly the student population attending Mueller Charter school are socioeconomically disadvantaged including a significant percentage of whom are English Learner students. According to a study by Curriculum Associates [1] academic achievement for students nationally has not recovered and historically underserved populations show larger disparities than their counterparts. Higher performing students have demonstrated recovery in their academic progress while lower performing students have lost more ground. *The National Association of State Boards of Education*[2] *reported remote learning and limited access to services during the pandemic caused disparate impediments to English Learner students. In addition, they report the achievement discrepancies between various subgroups of students continues to grow.*

[1] Curriculum Associates. (2025). *State of student learning in 2025: Reading and mathematics annual report (July 2025).*

[2] Sugarman, J., and Lazarín, M. (2021, September). Equity and English Learners Post-Pandemic. *The Standard*, 21(3), 21–25. National Association of State Boards of Education. nasbe.org

LEGAL REQUIREMENTS FOR CHARTER RENEWAL

Education Code Section 47607.2(b)

Renewal Criteria: Criterion Met

Education Code Section 47607.2(b) requires that the chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

A. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend. The Charter School also achieved measurable increases in academic achievement from 2024 to 2025.

The Charter School meets the charter renewal criteria established in Education Code Section 47607.2(b) by utilizing "California School Dashboard" as allowed per Education Code Section 52052(e)(4)(A).

Numerically Significant Student Subgroups ELA Performance on Verified Data, percent met or exceeded on CAASPP.

*ELA Performance Data, **percent** met or exceeded on CAASPP*				
	MCS 2025	State 2025	MCS 2024	State 2024
Socioeconomically Disadvantaged	50.39	38.23	49.76	36.81
English Learners	20.32	10.41	20.48	10.29
Students with Disabilities	21.62	16.95	15.38	15.83
Hispanic	50.80	38.84	49.23	36.78

Math All Students percentage met or exceeded on CAASPP

*Numerically Significant Student Subgroups **Math** Performance on Verified Data, percent met or exceeded on CAASPP.*

***Math** Performance on Verified Data, percent met or exceeded on CAASPP*				
	MCS 2025	State 2025	MCS 2024	State 2024
Socioeconomically Disadvantaged	35.77	26.19	36.97	24.98
English Learner	20.06	11.01	22.26	10.25
Students with Disabilities	8.11	13.10	10.77	12.54
Hispanic	35.33	25.74	35.90	23.73

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

Graduation Rate / 9th-12 Grade

	CA Dashboard Graduation Rate Schoolwide			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
Charter School	98.5%	97.7% Maintained – +0.8%	97.3% Maintained – -0.4%	100% Increased ▲ +2.7%
State	87.4%	86.4% Declined ▼ -1%	86.7% Maintained – +0.3%	87.8% Increased ▲ +1%

	CA Dashboard Graduation Rate by Student Subgroup			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
English Learners				
Charter School	100%	90.5% Declined ▼ -9.5% No Color	93.9% Increased ▲ +3.5% No Color	100% Increased ▲ +6.1% No Color
State	73.3%	73.5% Maintained – +0.2%	77.9% Increased ▲ +4.4%	79.7% Increased ▲ +1.8%
Foster Youth				
Charter School	No Data	No Data	No Data	No Data
State	No Data	No Data	No Data	No Data
Homeless Youth				
Charter School	*	*	*	*
State	74.4%	73.7% Maintained – -0.7%	75.7% Increased ▲ +2%	77.1% Increased ▲ +1.5%
Migrant Education				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				

	CA Dashboard Graduation Rate by Student Subgroup			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
Students with Disabilities				
Charter School	90.9%	100% Increased ▲ +9.1% No Color	87.5% Declined ▼ -12.5% No Color	100% Increased ▲ +8.3% No Color
State	75.2%	72.7% Declined ▼ -2.5%	74.4% Increased ▲ +1.7%	77.1% Increased ▲ 2.7%
Socioeconomically Disadvantaged				
Charter School	98%	98.1% Maintained – +0.1%	96.7% Declined ▼ -1.5%	100% Increased ▲ +3.3%
State	85.1%	83.7% Declined ▼ -1.4%	84.4% Maintained – +0.8%	86.2% Increased ▲ +1.8%

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

	CA Dashboard Graduation Rate by Student Ethnicity			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
African American				
Charter School	*	*	No Data	No Data
State	79.5%	78.5% Declined ▼ -1%	No Data	No Data
American Indian or Alaska Native				
Charter School	No Data	No Data	No Data	No Data
State	No Data	No Data	No Data	No Data
Asian				
Charter School	No Data	No Data	*	No Data
State	No Data	No Data	92.2% Declined ▼ -2.3%	No Data
Filipino				
Charter School	*	*	*	*

	CA Dashboard Graduation Rate by Student Ethnicity			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
State	95.5%	94.7% Maintained – -0.8%	95.2% Maintained – +0.6%	95.4% Maintained – +0.2%
Hispanic or Latino				
Charter School	98.3%	98.2% Maintained – 0%	97% Declined▼ -1.2%	100% Increased▲ +3%
State	85.3%	84.2% Declined▼ -1%	85.3% Increased▲ +1.1%	86.9% Increased▲ +1.6%
Pacific Islander				
Charter School	No Data	No Data	No Data	No Data
State	No Data	No Data	No Data	No Data
White				
Charter School	*	92.9% No Change Level*	*	*
State	90.8%	89.1% Declined▼ -1%	89.2% Maintained – -0.6%	89% Maintained – -0.2%
Two or More Races				
Charter School	No Data	No Data	*	No Data
State	No Data	No Data	88.3% Maintained – -0.3%	No Data
Not Reported				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

Chronic Absenteeism

Mueller Charter School has demonstrated strong performance in chronic absenteeism, with schoolwide rates declining from 20.9% in 2022-23 to 9.3% in 2024-25, an improvement of 11.6 percentage points over two years. The school's 2024-25 rate is substantially below the statewide rate of 17.2%, indicating that students at Mueller are less likely to be chronically absent than their peers statewide.

The school also demonstrated positive outcomes among key student groups. Chronic absenteeism rates declined significantly for English Learners (20.3% to 10.6%), Students with Disabilities (27.6% to 9.6%), and Socioeconomically Disadvantaged students (22.8% to 10.2%). Hispanic/Latino students similarly improved from 20.9% to 9.2%. These results indicate that the school has been effective in supporting attendance for student groups that have historically experienced higher rates of chronic absenteeism.

Overall, California Dashboard data demonstrate sustained improvement in student attendance and suggest that Mueller Charter School has implemented effective practices to reduce chronic absenteeism and support student engagement.

	CA Dashboard Chronic Absenteeism Schoolwide			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
Charter School	20.6%	20.9% Maintained – +0.3%	11.8% Declined ▼ -9.1%	9.3% Declined ▼ -2.5%
State	30%	24.3% Declined ▼ -5.7%	18.6% Declined ▼ -5.7%	17.2% Declined ▼ -1.5%

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

	CA Dashboard Chronic Absenteeism by Student Subgroup			
	2021-22 No Change Level	**2022-23**	**2023-24**	**2024-25**
English Learners				
Charter School	22.1%	20.3% Declined ▼ -1.8%	13% Declined ▼ -7.2%	10.6% Declined ▼ -2.4%
State	33.3%	26.3% Declined ▼ -7.3%	20.1% Declined ▼ -6.1%	18.1% Declined ▼ -2%
Foster Youth				
Charter School	*	*	*	*
State	42.1%	33.6% Declined ▼ -8.5%	30.5% Declined ▼ -3.1%	30.6% Maintained – 0%

	CA Dashboard Chronic Absenteeism by Student Subgroup			
	2021-22 No Change Level	2022-23	2023-24	2024-25
Homeless Youth				
Charter School	18.3%	39.5% Increased ▲ +21.2%	27.3% Declined ▼ -12.3% No Color	19.7% Declined ▼ -7.5% No Color
State	45.1%	38.7% Declined ▼ -6.4%	32.7% Declined ▼ -6%	30.7% Declined ▼ -2%
Migrant Education				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Students with Disabilities				
Charter School	26.1%	27.6% Increased ▲ +1.5%	14.7% Declined ▼ -12.8%	9.6% Declined ▼ -5.1%
State	39.6%	33.1% Declined ▼ -6.5%	26.3% Declined ▼ -6.8%	24.9% Declined ▼ -1.5%
Socioeconomically Disadvantaged				
Charter School	22.9%	22.8% Maintained – -0.1%	12.7% Declined ▼ -10%	10.2% Declined ▼ -2.5%
State	37.4%	29.9% Declined ▼ -7.5%	23.4% Declined ▼ -6.6%	21.7% Declined ▼ -1.6%

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

	CA Dashboard Chronic Absenteeism by Student Ethnicity			
	2021-22 No Change Level	2022-23	2023-24	2024-25
African American				
Charter School	25%	26.1% Increased ▲ +1.1% No Color	7.1% Declined ▼ -18.9% No Color	0% Declined ▼ -7.1% No Color
State	42.9%	36.4% Declined ▼ -6.5%	31.3% Declined ▼ -5.1%	29.8% Declined ▼ -1.5%

	CA Dashboard Chronic Absenteeism by Student Ethnicity			
	2021-22 No Change Level	2022-23	2023-24	2024-25
American Indian or Alaska Native				
Charter School	*	*	*	*
State	42.9%	36.1% Declined▼ -6.8%	30.6% Declined▼ -5.4%	28.9% Declined▼ -1.8%
Asian				
Charter School	*	*	*	*
State	11.5%	10.1% Declined▼ -1.4%	7.5% Declined▼ -2.5%	6.7% Declined▼ -0.8%
Filipino				
Charter School	0%	7.7% Increased▲ +7.7% No Color	0% Declined▼ -7.7% No Color	0% Maintained – 0% No Color
State	16.2%	13.8% Declined▼ -2.4%	9.6% Declined▼ -4.2%	8.4% Declined▼ -1.2%
Hispanic or Latino				
Charter School	20.8%	20.9% Maintained – +0.1%	11.9% Declined▼ -9%	9.2% Declined▼ -2.7%
State	35.8%	28.4% Declined▼ -7.4%	21.7% Declined▼ -6.7%	20.1% Declined▼ -1.6%
Pacific Islander				
Charter School	No Data	*	No Data	No Data
State	No Data	37.6% Declined▼ -6.3%	No Data	No Data
White				
Charter School	17.2%	23.6% Increased▲ +6.4%	16.7% Declined▼ -7%	14.3% Declined▼ -2.4%
State	21.9%	18.5% Declined▼ -3.5%	13.5% Declined▼ -4.9%	12.2% Declined▼ -1.3%
Two or More Races				
Charter School	31.3%	22.2%	10.5%	17.6%

	CA Dashboard Chronic Absenteeism by Student Ethnicity			
	2021-22 No Change Level	2022-23	2023-24	2024-25
		Declined▼ -9% No Color	Declined▼ -11.1% No Color	Increased▲ +7.1% No Color
State	25.1%	21.6% Declined▼ -3.5%	16.2% Declined▼ -5.4%	14.9% Declined▼ -1.3%
Not Reported				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				

Note: No Level Change (no color) in 2021-22 due to COVID-19.
*Fewer than 11 students. Data not displayed for privacy.

California School Dashboard Local Indicators

Local Indicator	Status
Access to a Broad Course of Study This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	Standard Met
Basics: Teachers, Instructional Materials, Facilities This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.	Standard Met
Parent and Family Engagement This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.	Standard Met

Local Indicator	Status
Local Climate Survey This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.	Standard Met

Enrollment Demographics

Education Code Section 47605(c)(5)(G) requires a charter school to include in its charter petition a reasonably comprehensive description of the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Mueller is located within the boundaries of CVESD. The chart below shows the charter schools demographics as compared to the CVESD.

Student Group	Charter School	CVESD
English Learners	41.4%	26.6%
Foster Youth	0.3%	0.3%
Homeless Youth	5.7%	1.8%
Migrant Education	No Subgroup	No Subgroup
Socioeconomically Disadvantaged	79.5%	51.6%
Students with Disabilities	10.1%	16.3%

Student Ethnicity	Charter School	CVESD
African American	1.1%	3.65%
American Indian or Alaska Native	0.2%	11%
Asian	0.1%	2.13%
Filipino	1%	8.3%
Hispanic or Latino	92.4%	72.76%

Pacific Islander	No Subgroup	0.22%
Two or More Races	1.6%	6.39%
White	3.6%	6.35%
Not Reported	No Subgroup	0.10%

Mueller Charter School serves a student population with significantly greater educational and socioeconomic needs than those of CVESD overall. English Learners comprise 41.4% of the charter school's enrollment, compared to 26.6% in CVESD, indicating that the school serves a substantially higher proportion of students requiring English language development services and supports. The charter school also enrolls considerably higher percentages of socioeconomically disadvantaged students (79.5% compared to 51.6%) and homeless youth (5.7% compared to 1.8%). Foster youth enrollment is comparable between the two educational agencies (0.3%).

Student ethnicity data further reflect the school's distinct enrollment profile. Hispanic or Latino students comprise 92.4% of the charter school's enrollment, compared to 72.8% districtwide. Other racial and ethnic groups are represented at lower rates than in CVESD overall. Collectively, these data indicate that the charter school serves a highly concentrated population of historically underserved students, including English Learners and students facing socioeconomic challenges.

The enrollment data demonstrate that the charter school is serving a student population that differs substantially from the district average, particularly with respect to English Learner enrollment and other indicators of educational need. As such, the school's academic program, language acquisition supports, and student services should continue to be evaluated within the context of the higher concentrations of English Learners, socioeconomically disadvantaged students, and homeless youth served by the school.

Financial Condition

CVESD assesses the Charter School’s financial condition at each financial reporting period. A charter school’s financial condition is defined as:

1. Will meet all financial obligations for the current and two subsequent fiscal years.
2. May not meet its financial obligations for the current or two subsequent fiscal years.
3. Will not meet its financial obligations for the current or two subsequent fiscal years.

Over the course of the approved charter term, Mueller has consistently met all financial obligations and has been free of audit findings as indicated in the following sections. The charter school has used reasonable assumptions in its multiyear projection, and projects to meet the minimum reserve throughout the projection period.

Historical Financial Sustainability
A charter school's budget is comprised of both unrestricted and restricted revenue sources. Unrestricted revenues, such as Local Control Funding Formula (LCFF) funding, may be used to support virtually any aspect of the charter school's operations, including personnel, instructional programs, facilities, and other ongoing operating expenses. As a result, unrestricted funds provide the greatest flexibility and are the primary source used to sustain the day-to-day operations and long-term fiscal viability of the school.

In contrast, restricted revenues are provided for specific purposes and may only be used in accordance with the requirements of the funding source. Examples include AB 602 special education funding and federal Title program funding. Restricted funds often support targeted programs or services, maybe one-time in nature, and in some cases require continued application, eligibility, and reporting to receive future allocations. Because these funds cannot generally be redirected to support core operations or offset unrestricted operating shortfalls, they provide limited insight into a charter school's overall fiscal solvency.

Accordingly, while both unrestricted and restricted revenues are important components of a charter school's budget, the school's ability to maintain financial stability and sustain ongoing operations is primarily dependent on the adequacy of its unrestricted resources. For this reason, the financial summary below focuses primarily on the unrestricted portion of the budget when assessing fiscal health and solvency.

Fiscal Indicator	2022-23	2023-24	2024-25	2025-26
Annual Unrestricted Surplus/(Deficit) Indicates whether the charter school's expenditures were more or less than what it received in revenue in a fiscal year.	2,214,284	1,988,940	2,270,647	($505,285)
Unrestricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance.	11,283,959	13,272,899	15,543,546	15,038,261

Fiscal Indicator	2022-23	2023-24	2024-25	2025-26
Reserve for Economic Uncertainties The charter school is recommended to maintain a minimum REU of 5%	46%	50%	57%	66%
Days of Cash On Hand The charter school sector recommends a charter school maintain between 30- and 60-days cash on hand.	316 days	215 days	224 days	273 days

Financial Audit Performance
A charter school is required to contract with an eligible auditor for an annual financial audit. The chart below summarizes the charter school's audit results over the charter term. Due to the final audit not being issued until December following the audited fiscal year, the latest audit year available is the 2024-25 fiscal year.

Audit Indicator	2021-22	2022-23	2023-24	2024-25
Timely Audit Submission A charter school is required to annually submit their audit report on or before December 15 (EC 47605/47605.6).	Yes	Yes	Yes	Yes
Audit Opinion "Unmodified" indicates the financial statements fairly represent the charter school's financial position in accordance with accounting standards. "Modified" or "Qualified" opinion indicates a material	Unmodified	Unmodified	Unmodified	Unmodified

issue or insufficient evidence in a specific are of the financial statements, while the remainder are considered reliable.				
Material Weakness(es) *Number of Findings* A deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected.	None	None	None	None
Significant Deficiency *Number of Findings* A significant deficiency is a flaw in internal controls that is less severe than a material weakness but still merits attention.	None	None	None	None
Statutory Compliance *Number of Findings* Adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit.	None	None	None	None
Restated Audit Findings *Number of Findings* Indicates the number of restated audit findings from the prior audit year.	None	None	None	None

Projected Long-Term Sustainability

The primary source of revenue for charter schools is the Local Control Funding Formula (LCFF). LCFF is reliant on a charter school's Average Daily Attendance (ADA), or how often enrolled students attend school, and enrollment of higher need student populations (e.g. Foster Youth, Homeless Youth, Socioeconomically Disadvantaged). As a result, student enrollment at a charter school can be a critical factor in fiscal sustainability.

Throughout the charter term, Mueller's enrollment remained generally stable, with total enrollment ranging from 1,542 to 1,613 students. Enrollment decreased from 1,606 students in 2022-23 to 1,542 students in 2024-25, representing a net decline of 64 students (-4.0%) over the period. The most significant year-over-year decrease occurred in 2023-24, when enrollment declined by 51 students (-3.2%). Following this decline, enrollment stabilized in 2024-25 and increased to 1,558 students in 2025-26, reflecting a gain of 46 students (3.0%) from the prior year.

A notable enrollment trend during the charter term was the implementation and expansion of the Transitional Kindergarten (TK) program beginning in 2023-24. TK enrollment increased from 37 students in its inaugural year to 61 students in 2025-26, providing an additional entry point for students and contributing to the school's recent enrollment growth. Enrollment across the elementary and middle school grade spans remained relatively consistent, with fluctuations generally reflecting normal cohort progression and student mobility.

Enrollment	2022-23	2023-24	2024-25	2025-26	2026-27
Grade TK	-	37	40	61	61
Grade K	127	88	80	79	79
Grade 1	96	88	94	95	95
Grade 2	114	95	94	91	91
Grade 3	115	115	102	109	109
Grade 4	113	119	118	100	100
Grade 5	127	111	133	115	115
Grade 6	132	125	113	133	133
Grade 7	109	105	115	108	108
Grade 8	93	104	109	113	113
Grade 9	159	142	153	145	145
Grade 10	131	147	135	150	150
Grade 11	157	129	138	126	126

Enrollment	2022-23	2023-24	2024-25	2025-26	2026-27
Grade 12	133	150	118	133	133
Total Enrollment	**1,606**	**1,555**	**1,542**	**1,558**	**1,558**
Change Year-Over-Year #		**-51**	**-13**	**16**	**-**
Change Year-Over-Year %		**-3.2%**	**-0.8%**	**1.0%**	**0.0%**

The enrollment projections reflect a conservative growth model, with the school anticipating limited expansion beyond current enrollment levels and maintaining a stable student population after reaching 1,600 students. Given the relatively modest year-over-year increase and the absence of projected growth in the latter years of the renewal term, the projections appear reasonable and generally aligned with a strategy focused on program stability rather than significant expansion. Continued enrollment at or near the projected levels will be important to support the school's fiscal assumptions and staffing model outlined in the petition.

At the high school level, enrollment exhibited greater variation among individual grade cohorts. While Grade 9 enrollment remained relatively stable, enrollment in Grades 10 through 12 fluctuated over the charter term, likely reflecting typical patterns of student mobility, transfers, and cohort attrition at the secondary level. Despite these variations, the school maintained overall enrollment levels that were consistent with historical trends.

Overall, the enrollment data indicates that the charter school has sustained a stable student population throughout the charter term. Although enrollment experienced modest declines during the middle of the term, the recent increase in enrollment, coupled with growth in the TK program, suggests continued demand for the school's educational program and supports the viability of projected enrollment during the renewal period.

Proposed Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Grade TK	61	61	61	61	61
Grade K	79	79	79	79	79
Grade 1	95	95	95	95	95
Grade 2	91	91	91	91	91
Grade 3	109	109	109	109	109
Grade 4	100	100	100	100	100

Proposed Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Grade 5	115	115	115	115	115
Grade 6	133	133	133	133	133
Grade 7	108	108	108	108	108
Grade 8	113	113	113	113	113
Grade 9	152	162	162	162	162
Grade 10	155	163	163	163	163
Grade 11	129	134	134	134	134
Grade 12	135	137	137	137	137
Total Enrollment	**1,575**	**1,600**	**1,600**	**1,600**	**1,600**
Change Year-Over-Year #	**17**	**25**	**-**	**-**	**-**
Change Year-Over-Year %	**1.1%**	**1.6%**	**0%**	**0%**	**0%**

The Charter School submitted assumptions, a proposed budget, and multi-year projection with the Renewal Petition. CVESD has analyzed the multi-year projection, assumptions, and other financial documentation available for reasonableness.

Fiscal Indicator	2027-28	2028-29	2029-30
Annual Unrestricted & Restricted Surplus/(Deficit) Indicates whether the charter school's expenditures were more or less than what it received in revenue in a fiscal year.	($561,966)	35,707	($9,350,270)
Unrestricted & Restricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance.	17,454,574	14,490,281	8,140,011
Reserve for Economic Uncertainties	61%	50%	21%

The charter school is recommended to maintain ana minimum REU of 5%			
Days Cash On Hand The charter school sector recommends a charter school maintain between 30- and 60-days cash on hand.	236 days	239 days	139 days

The Charter School has met all financial obligations during the current charter term and has received unmodified audit opinions with no material weaknesses, significant deficiencies, statutory compliance findings, or restated findings. The financial projections submitted with the Renewal indicate that the Charter School is likely to maintain adequate reserves, liquidity, and fiscal solvency throughout the projection period. Enrollment remains stable and is a key variable affecting the Charter School's long-term financial outlook. The Charter School's historical fiscal performance, reserves in excess of the requirement, and projected operating surpluses suggest it is currently positioned to manage potentially negative enrollment fluctuations. Continued monitoring of enrollment, attendance, revenues, and expenditures will be important to ensure that the Charter School's financial condition remains aligned with its projections over the renewal term.

The Charter School anticipates spending down its reserve by an estimated $10 million to contribute towards the modernization of the elementary school campus. Even with this contribution, the Charter School is projected to maintain a 21% reserve for economic uncertainty.

Governance

Governance is a foundational element of a charter school's ability to successfully implement and sustain its educational program. As part of the renewal review process, CVESD evaluates whether a charter school's governance structure supports effective oversight, fiscal accountability, and legal compliance. Mueller is a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status and is governed by an independent Board of Trustees. The Board is responsible for oversight of the school's educational program, fiscal operations, organizational compliance, and strategic direction. Comprised of parent, staff, and community representatives, the Board operates in accordance with the Ralph M. Brown Act and is supported by advisory committees focused on areas such as budget, curriculum, partnerships, and wellness. Based on a review of the petition, the governance structure appears reasonably designed to provide the oversight and stakeholder engagement necessary to support the school's continued operation.

The chart below provides an overview of the governance of Mueller.

Mueller Charter School Board Members

Board Member	Current Term	Position on Board
William Kinney	Current	Board Chair
Ryan Santos	Current	Board Co-Chair
Rosario Valencia-Pendleton	Current	Member
Darline Bejarano	Current	Member
Gina Lybarger	Current	Member
Maureen DeLuca	Current	Secretary
Angela Rosendale	Current	District Representative

Board Composition	
Minimum Number of Board Members	5
Current Number of Board Members	7
Regular Board Meeting Frequency	Monthly

Virtual Access to Meeting Available	Yes
Board Meeting Compliance	
The charter school is compliant with EC 47604.2 board meeting locations and participation.	Met
The charter school posts agendas publicly.	Met
The charter school is compliant with The Brown Act.	Met
Conflict of Interest	
The charter school has adopted a conflict-to-interest policy that is legally compliant	Met
The charter school has submitted and received approval of their conflict-of-interest policy from the San Diego County Board of Supervisors or the Fair Political Practices Commission.	Met
Eligible charter school employees have annually filed a Statement of Economic Interests (Form 700).	Met

Notices of Concern and/or Notices of Violation

There were no notices of concern or violation issued to Mueller Charter School during the charter term.

Monitoring Conditions of Initial Approval, or Last Renewal

The charter school did not have any monitoring conditions with its last renewal.

Is the Petition Reasonably Comprehensive?

Education Code Section 47605, requires a charter petition to contain specific information, including 15 elements. This section will provide a summary of information required in a charter petition. The summary chart below identifies each statutorily required item of a charter petition and whether each item was Met, Substantively Met, or Not Met.

1. **Met**: Petition requirement is reasonably comprehensive and contains all statutorily required information.
2. **Substantively Met**: Petition requirement is mostly comprehensive, but may have a deficiency worth noting, but does not indicate a serious issue that would likely inhibit renewal.
3. **Not Met**: The petition is not reasonably comprehensive and/or contains significant deficiencies.

Additional information related to items that are Met, Substantively Met, or Not Met, will be identified and linked below the summary chart.

Petition Requirement	Requirement Status
Renewal Petition Requirements	
Has the charter petition been updated with all new requirements of charter schools since the last approval?	Met
A reasonably comprehensive description of all required elements.	
Educational Program (EC 47605(c)(5)(A))	Met
Measurable Student Outcomes (EC 47605(c)(5)(B))	Met
Student Progress Measurement (EC 47605(c)(5)(C))	Met
Governance (EC 47605(c)(5)(D))	Met
Employee Qualifications (EC 47605(c)(5)(E))	Met
Health and Safety (EC 47605(c)(5)(F))	Met
Racial/Ethnic Balance (EC 47605(c)(5)(G))	Met
Admissions (EC 47605(c)(5)(H))	Met
*Independent Audits (EC 47605(c)(5)(I))	Met
Suspension/Expulsion (EC 47605(c)(5)(J))	Met
Retirement Systems (EC 47605(c)(5)(K))	Met
Attendance Alternatives (EC 47605(c)(5)(L))	Met
Post-Employment Rights (EC 47605(c)(5)(M))	Met
Dispute Resolution (EC 47605(c)(5)(N))	Met
Closure Procedures (EC 47605(c)(5)(O))	Met
Other Required Information	

Petition Requirement	Requirement Status
Does the petition contain the necessary affirmations and assurances of the Charter Schools Act?	Met
Does the petition contain a declaration of whether the charter school shall be deemed the exclusive public employer of the charter school's employees?	Met
Information regarding the proposed operation and potential effects of the charter: 1. The facilities are to be used by the charter school, including specifically where the charter school intends to locate. 2. The manner in which administrative services of the charter school are to be provided. 3. Potential civil liability effects of the charter school on the authorizing agency. 4. Financial Statements including first-year operational budget, startup costs, cashflow, and a three-year financial projection. 5. If the school is operated by, or as, a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing board of the charter school.	Met

*AB 126 removes this element effective, June 26, 2026

Is the Charter School Serving All Pupils Who Wish to Attend?

Education Code Section 47607(e) states that a chartering authority may deny renewal of a charter school if it finds that the charter school is not serving all pupil who wish to attend, as documented by student enrollment data provided by the California Department of Education (CDE), or substantiated complaints that the charter school has not complied with suspension and expulsion requirements per Education Code Section 47605(c)(5)(J)/EC 47605.6(b)(5)(J).

State-Provided Enrollment Data

The chart below shows the enrollment data provided by CDE:

	Cumulative Enrollment			
Student Group	2021-22	2022-23	2023-24	2024-25
Total Cumulative Enrollment	**1,722**	**1,691**	**1,628**	**1,598**
English Learner	39.1%	42.4%	43.7%	42.2%

Student Group	Cumulative Enrollment			
	2021-22	2022-23	2023-24	2024-25
Homeless	3.5%	2.8%	1.4%	6.3%
Socioeconomically Disadvantaged	75.4%	79.7%	77.1%	81.3%
Students with Disabilities	10.7%	11.1%	10.3%	11.3%
African American	2.2%	1.7%	1.2%	1.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%	0.2%
Asian	0.2%	0.2%	0.2%	0.1%
Filipino	1.8%	1.4%	1.3%	1.0%
Hispanic or Latino	88.7%	90.0%	91.4%	92.4%
Pacific Islander	0.0%	0.1%	0.0%	0.0%
White	5.9%	5.2%	4.3%	3.6%
Two or More Races	1.1%	1.2%	1.4%	1.6%
Not Reported	0.1%	0.1%	0.1%	0.1%

A review of CDE enrollment data for Mueller Charter School from 2021-22 through 2024-25 indicates that the school continues to enroll and serve student populations that are traditionally identified as underserved and higher-need populations. During the review period, the percentage of English Learners remained consistently high, ranging from 39.1% to 43.7%, while the percentage of socioeconomically disadvantaged students increased from 75.4% to 81.3%. The proportion of students experiencing homelessness increased from 3.5% in 2021-22 to 6.3% in 2024-25, and the percentage of students with disabilities remained relatively stable between 10.3% and 11.3%.

The enrollment data further demonstrate that Mueller serves a student population that is predominantly Hispanic or Latino, increasing from 88.7% in 2021-22 to 92.4% in 2024-25. The school's demographic composition reflects the community it serves and does not suggest the exclusion of any particular student subgroup. Additionally, the school's enrollment of English Learners, students with disabilities, socioeconomically disadvantaged students, and homeless students remained substantial throughout the renewal term.

While total cumulative enrollment declined modestly from 1,722 students in 2021-22 to 1,598 students in 2024-25, the available enrollment data do not indicate a disproportionate reduction

in access for any student group. Instead, several historically underserved student groups represent an increasing share of the school's student population over the review period.

Based on the state-provided enrollment data and absent evidence of substantiated complaints related to enrollment practices or noncompliance with suspension and expulsion requirements, there is no evidence to suggest that Mueller Charter School is failing to serve pupils who wish to attend. Therefore, the enrollment data supports a finding that Mueller Charter School is serving all pupils who wish to attend in accordance with Education Code Section 47607(e).

Substantiated Complaints Related to Noncompliance with Suspension/Expulsion Requirements

CVESD has not received any substantiated complaints related to noncompliance with the suspension and/or expulsion requirements for Mueller during the current charter term.

CONCLUSION

To summarize, the Board has the following options for a charter school in the middle renewal performance tier, in accordance with EC section 47607.2:

1. GRANT the Petition in accordance with Education Code Section 47607.2 for a charter term of five years.
2. GRANT the Petition in accordance with Education Code Section 47607.2 for a charter term of five years; provided that the Charter School enters into an MOU with CVESD, prior to July 1, 2027, to address reconcile and resolve the findings presented in the Staff Report.
3. The Chula Vista Elementary School District Board of Education FINDS,
    a. 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
    b. Closure of the charter school is in the best interest of pupils; AND
    c. The decision provided greater weight to performance and measurements of academic performance

    And DENIES the petition in accordance with Education Code Section 47607.2 and ADOPTS the findings presented in the Staff Report.
4. The Chula Vista Elementary School Board of Education FINDS,
    d. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, **and/or**
    e. The charter school is not serving all pupils who wish to attend the charter school.

    AND,

f. The charter school has been given at least a 30-days' notice and a reasonable amount of time to correct the deficiencies prior to the action of the board

And DENIES the petition in accordance with Education Code Section 47607 and ADOPTS the findings presented in the Staff Report.

If the petition is denied by the Board, the charter petitioner may submit the renewal petition to the State Board of Education on appeal (EC Section 47605).