CVESD
Charter Renewal Petition And Request for Material Revision
Staff Report

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

Leonardo da Vinci
Health Sciences Charter School

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

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BACKGROUND INFORMATION

On August 21, 2026, the Chula Vista Elementary School District Board of Education (“Board” or “CVESD Board”) received a renewal petition (“Charter Renewal Petition” or “Renewal Petition”) for the renewal of Leonardo Da Vinci Health Sciences Charter School (“LdVCS” or “Charter School”)for a five-year term beginning July 1, 2027 through June 30, 2032.

Leonardo da Vinci Health Sciences Charter School is a TK-6 public charter school located within the boundaries of the Chula Vista Elementary School District. The school's educational program centers on a health sciences theme, whole-child supports, project-based learning, and a Multi-Tiered System of Supports (MTSS) designed to address students' academic, social-emotional, behavioral, and wellness needs.

During the current charter term, LdVCS has experienced sustained enrollment growth, expanded student support services, increased community partnerships, and strengthened its academic intervention systems. The school reports enrollment growth from approximately 225 students in 2021-22 to more than 330 students in 2026-27 and has expanded services including counseling, behavioral supports, intervention programs, and English learner supports.

The CVESD 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 LdVCS 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. Chula Vista Elementary School District Superintendent staff (“Review Team”) reviewed the Renewal 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 recent published Charter School Performance Category Data File (Apr. 2, 2026), LdVCS is listed as in the middle performing category. LdVCS is eligible for the renewal for a five-year term.

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 pupil of the school; **AND** 2. The closure is in the best interest of pupils; **AND**

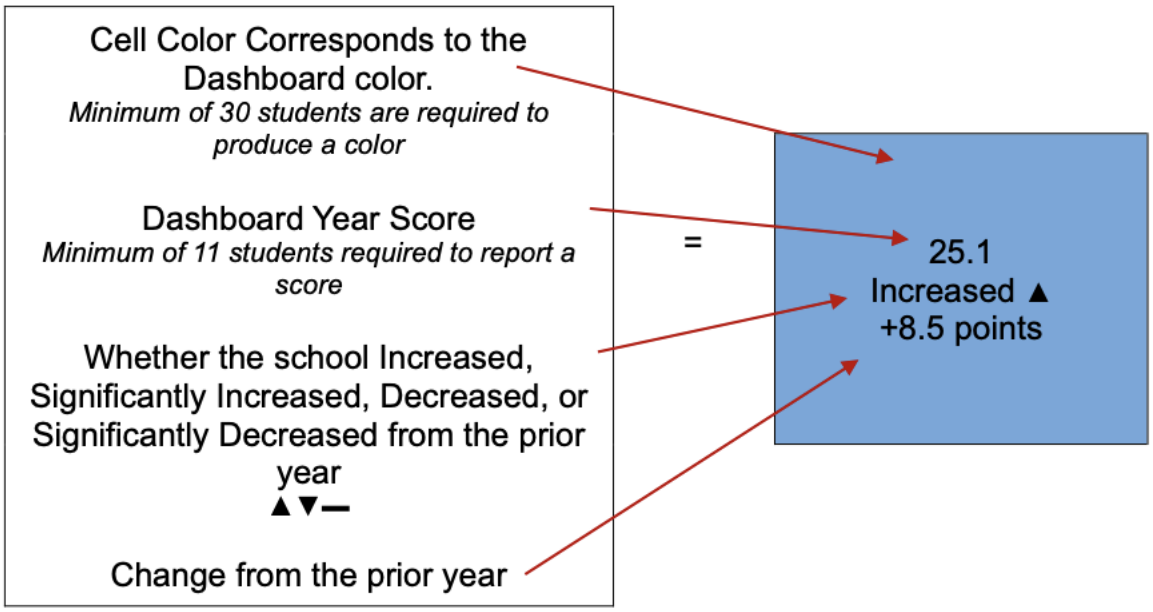
	3. The decision provided greater weight to performance and measurements of academic performance. May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: 1. Substantial 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, petitioners may file an appeal of the decision to the State Board of Education (Ed. Code § 47605(k)(2); 5 CCR § 11966.6(a))

REVIEW AND ANALYSIS

CVESD Charter School Staff has reviewed the Charter School's performance on the California School Dashboard, i-Ready Diagnostic Reading and Mathematics verified data, 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)	-11.6	-23.6 Declined▼ -12 Points	-45.2 Declined▼ -21.6 Points	-22.4 Increased▲ +22.8 Points	1.2
Math	-42.8	-51 Declined▼ -8.2 Points	-60.3 Declined▼ -9.3 Points	-39.7 Increased▲ +20.6 Points	11.3
English Learner Progress	56	51.9 Declined▼ -4.1 Points	47.9 Declined▼ -4 Points	44 Declined▼ -3.9 Points	-7.9

Chronic Absenteeism	33.5	34.6 Increased ▲ +1.2 Points	29.1 Declined ▼ -5.5 Points	19.8 Declined ▼ -9.3 Points	-14.8
Suspension Rate	2.3	4.2 Increased ▲ +1.9 Points	3.5 Declined ▼ -0.7 Points	0.7 Declined ▼ -2.8 Points	-3.5

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

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.

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

Dashboard results show variable performance during the charter term, followed by substantial improvement on the 2025 Dashboard. Schoolwide ELA performance improved by 22.8 points, from a Distance from Standard (DFS) of -45.2 to -22.4, while the statewide improvement was 5.1 points. Socioeconomically disadvantaged students improved from -59.0 to -25.2 and Hispanic students improved from -45.4 to -26.3, resulting in both groups performing above statewide averages. English Learners improved by 14.4 points from the prior year and moved from Red to Yellow status.

	CA Dashboard ELA Performance Schoolwide			
	2021-22 No Change Level	2022-23	2023-24	2024-25
Charter School	-11.6	-23.6 Declined ▼ -12 Points	-45.2 Declined ▼ -21.6 Points	-22.4 Increased ▲ +22.8 Points
State	-12.2	-13.6 Maintained – -1.4 Points	-13.2 Maintained – +0.4 Points	-8.1 Increased ▲ +5.1 Points

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

	CA Dashboard ELA Performance by Student Subgroup			
	2021-22 No Change Level	2022-23	2023-24	2024-25
English Learners				
Charter School	-49.4	-69 Declined▼ -19.6 Points	-81.4 Declined▼ -12.4 Points	-67 Increased▲ +14.4 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 Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Homeless Youth				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Migrant Education				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Students with Disabilities				
Charter School	-75	-82.7 No Level Change*	-102.1 Declined▼ -19.4 Points	-104 Maintained – -1.9 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	-30.1	-41.9 Declined▼ -11.8 Points	-59 Declined▼ +17.1 Points	-25.2 Increased▲ +33.8 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	*	No Subgroup	*	*
State	-57.5		-58.9 Maintained – +0.8 Points	-51.3 Increased▲ +7.5 Points
American Indian or Alaska Native**				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Asian**				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Filipino**				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Hispanic or Latino				
Charter School	-15.3	-30.7 Declined▼ -15.5 Points	-45.4 Declined▼ +14.7 Points	-26.3 Increased▲ +19.2 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	*	*	*	*
State	-29.1	-32.5 Declined▼ +3.4 Points	-34.7 Maintained – -2.2 Points	-29.3 Increased▲ +5.4 Points
White				
Charter School	*	*	*	*
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	*	*	*	*
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

Mathematics performance demonstrates sustained improvement across schoolwide and student-group measures. Schoolwide Mathematics Distance from Standard improved from -60.3 to -39.7 between the 2024 and 2025 Dashboards, exceeding the statewide rate of improvement and resulting in performance above the statewide average. Numerically significant student groups, including English Learners, Hispanic students, and socioeconomically disadvantaged students, outperformed their statewide counterparts on the 2025 Dashboard.

	CA Dashboard Math Performance Schoolwide			
	2021-22 No Level Change	2022-23	2023-24	2024-25
Charter School	-42.8	-51 Declined ▼ +8.2 Points	-60.3 Declined ▼ +9.3 Points	-39.7 Increased ▲ +20.6 Points
State	-51.7	-49.1 Maintained – +2.6 Points	-47.6 Maintained – +1.5 Points	-42.4 Increased ▲ +5.2 Points

	CA Dashboard Math Performance by Student Subgroup			
	2021-22	2022-23	2023-24	2024-25
English Learners				
Charter School	-69.9	-87.4 Declined ▼ +17.5 Points	-90.5 Declined ▼ +3.1 Points	-77.4 Increased ▲ +13.1 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	No Subgroup	No Subgroup
State				

Homeless Youth				
Charter School	No Subgroup	No Subgroup	*	*
State			-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	-88.8	-135.3 Declined▼ +46.6 Points	-106.4 Increased▲ +28.9 Points	-118.1 Declined▼ +11.6 Points
State	-130.8	-127.3 Increased▲ +5.5 Points	-124.3 Maintained – +2.9 Points	-120.7 Increased▲ +3.6 Points
Socioeconomically Disadvantaged				
Charter School	-60.7	-71.9 Declined▼ +11.2 Points	-74.9 Declined▼ +3 Points	-43.3 Increased▲ +31.6 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	2022-23	2023-24	2024-25
African American				
Charter School	*	No Subgroup	*	*
State	-106.9		-102.2 Maintained – +2.4 Points	-95.8 Increased▲ +6.4 Points
American Indian or Alaska Native				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Asian				
Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Filipino				

Charter School	No Subgroup	No Subgroup	No Subgroup	No Subgroup
State				
Hispanic or Latino				
Charter School	-44.4	-59.2 Declined▼ +14.8 Points	-62.6 Declined▼ +3.4 Points	-43.5 Increased▲ +19.1 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	*	*	*	*
State	-71.3	-71.3 Maintained – 0 Points	-72.5 Maintained – -1.2 Points	-67.5 Increased▲ +4.9 Points
White				
Charter School	*	*	*	*
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	*	*	*	*
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.
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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: -1
Students Improved: 66.5%

Math Growth
Schoolwide
Average Growth
Status Score: 2
Students Improved:70.7%

Minimal Moderate Average Accelerated Exceptional

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
English Learner	31	-4	Average	17	54.8
Foster Youth	*	No Data	No Data	No Data	No Data
Homeless Youth	*	No Data	No Data	No Data	No Data
Migrant Education	No Data	No Data	No Data	No Data	No Data
Socioeconomically Disadvantaged	141	-10	Moderate	84	59.6%

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
Students with Disabilities	80	-17	Moderate	49	61.3%

English Language Arts Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
African American	24	7	Accelerated	15	62.5%
American Indian or Alaska Native	*	No Data	No Data	No Data	No Data
Asian	31	10	Accelerated	22	71%
Filipino	*	No Data	No Data	No Data	No Data
Hispanic or Latino	166	-3	Average	109	65.7%
Pacific Islander	*	No Data	No Data	No Data	No Data
White	136	3	Average	94	69.1%
Two or More Races	*	No Data	No Data	No Data	No Data
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.

Math Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
English Learner	31	5	Accelerated	24	77.4
Foster Youth	*	No Data	No Data	No Data	No Data
Homeless Youth	*	No Data	No Data	No Data	No Data
Migrant Education	No Data	No Data	No Data	No Data	No Data
Socioeconomically Disadvantaged	140	-4	Average	93	66.4
Students with Disabilities	79	-3	Average	52	65.8

Math Growth					
Student Group	Total Students Tested	Status Score	Growth Level	# Students Improved	% Students Improved
African American	24	-9	Moderate	18	75%
American Indian or Alaska Native	*	No Data	No Data	No Data	No Data
Asian	31	5	Accelerated	26	83.9%
Filipino	*	No Data	No Data	No Data	No Data
Hispanic or Latino	165	1	Average	118	71.5%
Pacific Islander	*	No Data	No Data	No Data	No Data
White	135	4	Average	91	67.4
Two or More Races	*	No Data	No Data	No Data	No Data
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.

English Learner Progress

The English Learner Progress Indicator reflects mixed results. LdVCS exceeded statewide performance on the 2023 and 2024 Dashboards but performed below the state average on the 2025 Dashboard. The Charter School identifies English learner performance as an area for continued improvement and has identified specific actions in its LCAP, including restructuring Designated ELD services, reducing instructional group sizes, implementing Ellevation, strengthening Integrated ELD practices, and increasing English learner monitoring and intervention supports.

	CA Dashboard English Learner Progress			
	2021-22	2022-23	2023-24	2024-25
Charter School	56	51.9 Declined▼ +4.1 Points	47.9 Declined▼ 4 Points	44 Declined▼ 3.9 Points
State	50.3	48.7 Maintained – -1.6 Points	45.7 3 Points	46.4 Maintained – 0.7 Points

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

Local Indicators: Implementation of Academic Standards

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

LdVCS submitted i-Ready Diagnostic Reading and Mathematics data as verified data to demonstrate measurable increases in academic achievement. Over the four-year period analyzed, Reading results consistently exceeded state-established growth expectations across all grade levels. Schoolwide median Reading growth ranged from 115% to 131% of annual typical growth and demonstrated that students consistently achieved more than one year of academic progress per year of instruction. Mathematics results similarly improved throughout the charter term, with schoolwide median growth increasing from 92% to 113% and reaching growth targets in all grade levels by 2025-26. Student subgroup results available in 2025-26 indicate that English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities all exceeded applicable growth benchmarks in both Reading and Mathematics.

Leonardo da Vinci Health Sciences Charter School
i-Ready Diagnostic Growth Analysis: Verified Data and Academic Progress Indicator
Reading and Math | 2022-23, 2023-24, 2024-25, and 2025-26 School Years

Verified Data Framework: The SBE approved criteria defining the verified data and academic progress indicators applicable to California charter schools under Education Code Section 47607.2 and approved i-Ready Diagnostic as an eligible assessment for this purpose. Under the Curriculum Associates guidance briefs, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools* (the 2023-24 brief approved at the SBE's May 2023 meeting, and the 2025-26 brief published July 2025), a school demonstrates sufficient growth during the year when its median Progress to Annual Typical Growth from the fall Diagnostic to the spring Diagnostic meets or exceeds the following grade banded targets, which have remained unchanged across the analysis period:

Subject	Grades K-5 Target	Grades 6-8 Target
Math	80%	60%
Reading	75%	45%

Because LdVCS serves Grades TK-6, a configuration different from the K-5 and 6-8 grade bands, this analysis evaluates grade-specific Progress to Annual Typical Growth values against the applicable grade band target, as directed by the guidance for schools with alternative grade configurations. Student group results in 2025-26, which aggregate students across Grades K-6, are evaluated against the Grades K-5 target. This is the more rigorous benchmark available, as the Grades 6-8 targets are lower; a student group that meets the K-5 target therefore meets or exceeds the applicable expectation for every grade the School serves. Schoolwide medians are reported for context. These targets incorporate one half standard error of measurement, consistent with the psychometric approach approved by the SBE beginning with the 2023-24 school year; for consistency and transparency across the analysis period, the same targets are applied to the 2022-23 results.

Data Sources and Participation: This analysis is based on the school level i-Ready Diagnostic Growth reports produced by Curriculum Associates for the 2022-23 through 2024-25 school years (Comparison Diagnostic to Final Diagnostic) and the school level and student group Diagnostic Growth reports for the 2025-26 school year (Comparison Diagnostic to Most Recent Diagnostic, dated June 2026). Participation was consistently high across all four years, reaching a 100% census in 2025-26:

School Year	Reading Students Assessed	Math Students Assessed
2022-23	252/262 (96.2%)	252/262 (96.2%)
2023-24	246/249 (98.8%)	246/249 (98.8%)
2024-25	249/251 (99.2%)	250/251 (99.6%)
2025-26	**290/290 (100%)**	**290/290 (100%)**

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

Based on the information contained in the renewal petition, LdVCS appears positioned to implement its proposed educational program. The petition describes a clearly articulated mission, standards-aligned curriculum, comprehensive governance structure, expanded intervention systems, professional development plan, family engagement strategies, and measurable pupil outcomes. The Charter School has demonstrated enrollment growth, operational stability, and implementation of multiple initiatives identified during the current charter term, including MTSS expansion, intervention systems, professional learning communities, project-based learning planning, and health sciences programming.

The petition further demonstrates a commitment to continuous improvement through identified goals and actions contained in the LCAP and charter renewal petition, including targeted strategies to improve English Learner outcomes, attendance, mathematics achievement, and academic performance among all student groups.

Chronic Absenteeism

LdVCS has demonstrated significant improvement in chronic absenteeism over the current charter term. Schoolwide chronic absenteeism declined from 34.6% in 2022-23 to 19.8% in 2024-25, reflecting a 14.8 percentage point reduction and narrowing the gap with the statewide rate.

The school also achieved notable improvements among key student groups. Chronic absenteeism decreased from 38.8% to 22.4% for English Learners, from 36.6% to 23.6% for Socioeconomically Disadvantaged students, and from 38.5% to 22.3% for Hispanic/Latino students. Students with Disabilities showed the largest one-year improvement, declining from 47.9% in 2023-24 to 30.5% in 2024-25.

Overall, California Dashboard data indicate that the school has effectively reduced chronic absenteeism across the student population and key subgroups. While some groups remain above statewide averages, the consistent downward trend demonstrates the effectiveness of the school's attendance and student engagement efforts.

	CA Dashboard Chronic Absenteeism Schoolwide			
	2021-22 No Change Level	2022-23	2023-24	2024-25
Charter School	33.5	34.6 Increased ▲ +1.2 Points	29.1 Declined ▼ +5.5 Points	19.8 Declined ▼ +9.3 Points
State	30	24.3 Declined ▼ +5.7 Points	18.6 Declined ▼ +5.7 Points	17.1 Declined ▼ 1.5 Points

	CA Dashboard Chronic Absenteeism by Student Subgroup			
	2021-22	2022-23	2023-24	2024-25
English Learners				
Charter School	38.8	38.8 Maintained – +0.1 Points	29 Declined▼ +9.8 Points	22.4 Declined▼ +6.6 Points
State	33.6	26.3 Declined▼ +7.3 Points	20.1 Declined▼ +6.1 Points	18.1 Declined▼ +2 Points
Foster Youth				
Charter School	No Data	*	No Data	No Data
State		33.6 Declined▼ +8.5 Points		
Homeless Youth				
Charter School	No Data	No Data	No Data	*
State				30.7 Declined▼ +2 Points
Migrant Education				
Charter School	No Data	No Data	No Data	No Data
State				
Students with Disabilities				
Charter School	34.3	33.3 Declined▼ +1 Points	47.9 Increased▲ +14.6 Points	30.5 Declined▼ +17.4 Points
State	39.6	33.1 Declined▼ +6.5 Points	26.3 Declined▼ +6.8 Points	24.9 Declined▼ +1.5 Points
Socioeconomically Disadvantaged				
Charter School	41.5	36.6 Declined▼ +4.9 Points	30.5 Declined▼ +6.1 Points	23.6 Declined▼ +6.9 Points
State	37.4	29.9 Declined▼ +7.5 Points	23.4 Declined▼ +6.6 Points	21.7 Declined▼ +1.6 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 Chronic Absenteeism by Student Ethnicity			
	2021-22 No Change Level	2022-23	2023-24	2024-25
African American				
Charter School	*	*	*	*
State	42.9	36.4 Declined▼ +6.5 Points	31.3 Declined▼ +5.1 Points	29.8 Declined▼ +1.5 Points
American Indian or Alaska Native				
Charter School	No Data	No Data	No Data	No Data
State				
Asian				
Charter School	No Data	*	*	*
State		10.1 Declined▼ 1.4 Points	7.5 Declined▼ +2.5 Points	6.7 Declined▼ +0.8 Points
Filipino				
Charter School	No Data	*	*	*
State		13.8 Declined▼ +2.4 Points	9.6 Declined▼ +4.2 Points	8.4 Declined▼ +1.2 Points
Hispanic or Latino				
Charter School	36.8	38.5 Increased▲ +1.7 Points	30.3 Declined▼ +8.3 Points	22.3 Declined▼ +7.9 Points
State	35.8	28.4 Declined▼ +7.4 Points	21.7 Declined▼ +6.7 Points	20.1 Declined▼ +1.6 Points
Pacific Islander				
Charter School	*	*	*	*
State	43.9	37.6 Declined▼ +6.3 Points	32.6 Declined▼ +5 Points	31 Declined▼ +1.6 Points
White				
Charter School	11.8	25 Increased▲ +13.2 Points	*	*
State	21.9	18.5 Declined▼ +3.5 Points	13.5 Declined▼ +4.9 Points	12.2 Declined▼ +1.3 Points
Two or More Races				

	CA Dashboard Chronic Absenteeism by Student Ethnicity			
	2021-22 No Change Level	2022-23	2023-24	2024-25
Charter School	23.3	16.7 Declined▼ +6.7 Points	25 Increased▲ +8.3 Points	0 Declined▼ +25 Points
State	25.1	21.6 Declined▼ +3.5 Points	16.2 Declined▼ +5.4 Points	14.9 Declined▼ +1.3 points
Not Reported				
Charter School	No Data	No Data	No Data	No Data
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.

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

Student Group	Charter School 311	CVESD 28,346
English Learners	39.9%	26.6%
Foster Youth	No Subgroup	0.3%
Homeless Youth	No Subgroup	1.8%
Migrant Education	No Subgroup	No Subgroup
Socioeconomically Disadvantaged	69.5%	51.6%
Students with Disabilities	17.0%	16.3%

Student Ethnicity	Charter School	CVESD
African American	1.6%	3.65%
American Indian or Alaska Native	No Subgroup	11%
Asian	0.6%	2.13%
Filipino	0.3%	8.3%

Hispanic or Latino	88%	72.76%
Pacific Islander	1.3%	0.22%
Two or More Races	2.6%	6.39%
White	3.2%	6.35%
Not Reported	1.9%	0.10%

Leonardo da Vinci Charter School serves a student population with greater educational needs than CVESD overall, particularly among English Learners and socioeconomically disadvantaged students. The school enrolls substantially higher percentages of English Learners (39.9% versus 26.6%) and socioeconomically disadvantaged students (69.5% versus 51.6%), indicating that the school serves a population with increased linguistic and economic challenges that may impact student outcomes.

The school's enrollment of Students with Disabilities (17.0%) is comparable to the District rate (16.3%), demonstrating that the school serves students with special education needs at a rate similar to CVESD. However, the school reported no enrollment of Foster Youth, Homeless Youth, or Migrant Education students during the reporting period, limiting comparative analysis of services and outcomes for these high-need student groups.

Leonardo da Vinci's student population is predominantly Hispanic or Latino (88.0%), exceeding the District average of 72.8%. This concentration, coupled with the school's higher percentages of English Learners and socioeconomically disadvantaged students, reflects a student body with characteristics commonly associated with increased academic support needs. As a result, the school's academic performance should be evaluated within the context of the demographic profile of the students it serves. Overall, the data indicate that Leonardo da Vinci Charter School is serving a student population that is at least as high-need as, and in several areas more high-need than, the District as a whole.

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, LdVCS 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, may be 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.	$13,330	($48,335)	$113,243	$68,267
Unrestricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance.	$1,570,191	$1,477,330	$1,842,616	$1,910,854

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%	42%	32%	40%	37%
Days of Cash On Hand The charter school sector recommends a charter school maintain between 30- and 60-days cash on hand.	163 days	121 days	45 days	69 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	Unmodified	Unmodified	Unmodified	Unmodified

accordance with accounting standards. "Modified" or "Qualified" opinion indicates a material 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 he 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.

LdVCS has demonstrated consistent enrollment growth throughout the current charter term, increasing from 258 students in 2022-23 to a projected 345 students in 2026-27, representing a net increase of 87 students, or approximately 33.7 percent over five years. The most significant growth occurred in 2025-26 and 2026-27, when enrollment increased by 38 students (13.9 percent) and 34 students (10.9 percent), respectively. This recent growth trend indicates increasing demand for the school's program and reflects the school's ability to attract and retain students across grade levels.

Enrollment	2022-23	2023-24	2024-25	2025-26	2026-27
Grade TK	-	14	19	20	29
Grade K	45	28	35	42	43
Grade 1	31	41	34	44	46
Grade 2	40	37	45	43	48
Grade 3	29	45	38	46	41
Grade 4	28	32	47	41	50
Grade 5	46	26	33	46	41
Grade 6	39	40	22	29	47
Total Enrollment	**258**	**263**	**273**	**311**	**345**
Change Year-Over-Year #		**5**	**10**	**38**	**34**
Change Year-Over-Year %		**1.9%**	**3.8%**	**13.9%**	**10.9%**

The renewal petition projects continued enrollment growth during the proposed charter term, increasing from 350 students in 2027-28 to 376 students by 2031-32. The projected increase of 26 students over five years represents modest annual growth ranging from 0.5 percent to 2.3 percent, significantly lower than the growth rates experienced during the current charter

term. Annual enrollment gains are projected to range from two to eight students per year, suggesting a stabilization of enrollment as the school approaches its intended capacity.

The proposed enrollment projections appear generally reasonable when considered in the context of the school's recent enrollment trends. While the school experienced rapid growth during the latter years of the current charter term, the petition anticipates a transition to steady, incremental growth rather than continued large annual increases. Grade-level enrollment projections indicate relatively balanced class sizes across transitional kindergarten through grade six, with most grades projected to enroll between 40 and 48 students. This distribution supports the school's operational model and suggests intentional planning to maintain stable cohort sizes.

Overall, the enrollment projections reflect a conservative growth model that is largely aligned with the school's recent enrollment performance. The projected increase from 345 students in 2026-27 to 376 students by the end of the renewal term represents an additional 31 students, or approximately 9.0 percent growth over the five-year period. Given the school's demonstrated ability to increase enrollment during the current charter term and the modest growth assumptions included in the petition, the proposed enrollment projections appear attainable and supportable.

Proposed Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
Grade TK	39	40	40	40	40
Grade K	42	44	46	48	48
Grade 1	42	44	46	48	48
Grade 2	45	46	48	48	48
Grade 3	45	47	48	48	48
Grade 4	46	44	48	48	48
Grade 5	48	45	43	48	48
Grade 6	43	48	47	46	48
Total Enrollment	**350**	**358**	**366**	**374**	**376**
Change Year-Over-Year #	**5**	**8**	**8**	**8**	**2**
Change Year-Over-Year %	**1.4%**	**2.3%**	**2.2%**	**2.2%**	**0.5%**

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.	$40,374	$104,118	$533,227
Unrestricted & Restricted Ending Fund Balance Represents the fund balance remaining after the surplus or deficit is combined with the beginning fund balance.	$1,951,228	$2,055,346	$2,588,573
Reserve for Economic Uncertainties The charter school is recommended to maintain a minimum REU of 5%	31%	32%	39%
Days Cash On Hand The charter school sector recommends a charter school maintain between 30- and 60-days cash on hand.	55 days	69 days	62 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 ensuring that the Charter School's financial condition remains aligned with its projections over the renewal term.

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. LdVCS 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 LdVCS.

Leonardo da Vinci Health Sciences Charter Board Members

Board Member	Current Term	Position on Board / Role
Jonathan Deveaux	7/1/2024 – Present	Chair / Parent
Erin (Ungricht) Morrison	7/1/2024 – Present	Co-Chair / Community
Manuel Cancino	7/1/2026 – Present	Treasurer / Parent
Trevor Roberts	7/1/2025 – Present	Secretary / Teacher
Edwina Shell Johnson	7/1/2023 – Present	Member / Community
Gail Saucedo	7/1/2025 – Present	Member / Community
Nidia Castaneda	7/1/2026 – Present	Member / Parent
Kaylee Fischer	7/1/2026 – Present	Member / Community

Board Composition	
Minimum Number of Board Members	6
Current Number of Board Members	8
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 LdVCS 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	
Does the petition contain the necessary affirmations and assurances of the Charter Schools Act?	Met

Petition Requirement	Requirement Status
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 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	**265**	**285**	**284**	**292**
English Learner	38.1%	43.2%	47.5%	40.8%
Socioeconomically Disadvantaged	54.7%	54.0%	67.3%	69.5%
Students with Disabilities	13.2%	13.7%	17.3%	20.2%

Student Group	Cumulative Enrollment			
	2021-22	2022-23	2023-24	2024-25
African American	1.3%	0.4%	0.8%	1.1%
American Indian or Alaska Native	0	0	0	0
Asian	0	0.4%	0.4%	0.4%
Filipino	0	0.8%	0	0
Hispanic or Latino	77.2%	80.6%	85.6%	89.0%
Pacific Islander	3.4%	3.1%	1.1%	1.1%
White	7.2%	4.7%	2.7%	3.7%
Two or More Races	2.1%	2.7%	3.8%	3.3%
Not Reported	8.9%	7.4%	5.7%	1.5%

State-provided enrollment data indicate that Leonardo da Vinci Health Sciences Charter School is serving a diverse and increasingly high-need student population. During the current charter term, cumulative enrollment remained stable, ranging from 265 students in 2021-22 to 292 students in 2024-25, demonstrating the school's continued ability to attract and retain students.

The demographic data reflect increasing enrollment of student groups that have traditionally been underserved in educational settings. Between 2021-22 and 2024-25, the percentage of socioeconomically disadvantaged students increased from 54.7% to 69.5%, students with disabilities increased from 13.2% to 20.2%, and English learners consistently represented a substantial portion of the student population, ranging from 38.1% to 47.5% during the current charter term. These trends suggest that the school is enrolling and serving students with a range of educational needs and backgrounds.

The school's student population is predominantly Hispanic or Latino, increasing from 77.2% in 2021-22 to 89.0% in 2024-25, which is reflective of the community served by the school. The enrollment data does not suggest the exclusion of any student subgroup and reflects participation across multiple racial and ethnic groups. Although Asian and American Indian students comprise a very small portion of the enrollment, this appears attributable to low overall subgroup enrollment rather than evidence of disparate access or representation. Overall, the enrollment profile indicates that the school serves students from a diverse range of backgrounds.

Based on the enrollment information provided by the California Department of Education, Leonardo da Vinci Health Sciences Charter School appears to be serving pupils who wish to attend, including significant proportions of English learners, socioeconomically disadvantaged students, and students with disabilities. Furthermore, District staff is not aware of any substantiated complaints regarding the school's compliance with applicable suspension and expulsion requirements during the current charter term. Accordingly, the available evidence supports a finding that the school is meeting the criterion outlined in Education Code section 47607(e) related to serving all pupils who wish to attend.

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 Leonardo da Vinci Health Sciences Charter School during the current charter term.

CONCLUSION

Leonardo da Vinci Health Sciences Charter School has not received any 30-day notices with regard to severe fiscal or governance concerns, or not serving pupils who wish to attend the Charter School.

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 District 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).

MATERIAL REVISION

Proposed Material Revision
On August 21, 2026, the Chula Vista Elementary School District Board of Education ("Board" or "CVESD Board") received a renewal petition ("Charter Renewal Petition" or "Renewal Petition") for the renewal of Leonardo Da Vinci Health Sciences Charter School ("LdVCS" or "Charter School")for a five-year term beginning July 1, 2027 through June 30, 2032.

Included in the renewal petition is a material revision proposing to add an additional site within the Chula Vista Elementary School District ("District") boundaries to support the charter school's transitional kindergarten program, Little Leonardo's Launchpad. If approved, the transitional kindergarten program will be relocated to 210 Jamul Ave, Chula Vista, CA, 91911. According to the Material Revision, for the past 15 years, LdVCS has used the parking lot of the facility as it is adjacent to Karl H. Kellogg Elementary School.

Options for Board Action
It is recommended that the Board take action to either grant or deny the proposed material revision to the current charter school renewal petition. The Board has the following options:

1. Grant the material revision, to commence July 1, 2027, provided that the Memorandum of Understanding between the Charter School and CVESD be amended and/or the Petition revised to address any findings and recommendations identified in the Staff Report prior to the date of commencement.
2. Deny the material revision to the current charter petition, adopting the findings identified in the Staff Report, as findings of fact supporting legal reasons for denial.

Chartering Authority Responsibility
The chartering authority is responsible for evaluating and determining the approval or denial for a proposed material revision of a charter school petition under its authority. The CVESD Board holds the authority to assess whether the findings of fact outlined in the Staff Report by CVESD staff substantiate approval or denial, in accordance with the criteria set forth in Education Code Section 47605.

Legal Parameters for Review
A charter school seeking to expand its operations to additional sites or grade levels concurrently with its renewal must request a material revision to its charter. Any material revision to the provisions of a charter requires approval from the chartering authority.
The procedures for reviewing and approving a material revision for a charter school are governed by the standards and criteria set forth in Education Code Section 47605. These procedures must include, but are not limited to, a reasonably comprehensive description of any new legal requirements enacted since the charter was originally granted or last renewed. In evaluating a proposed material revision, the chartering authority will consider the following factors in determining whether to approve or deny the request:

- Whether the school presents an unsound educational program.

- Whether the petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- Whether the petition does not contain an affirmation of each of the conditions described in Education Code Section 47605(e).
- Whether the petition does not contain reasonably comprehensive descriptions for all of the elements.
- Whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
- Whether the school district is not positioned to absorb the fiscal impact of the proposed charter school.

The CVESD acknowledges that the current renewal petition has been thoroughly reviewed as prepared in the Charter Renewal Petition Staff Report. Accordingly, the scope of review for a material revision will be limited to the specific changes proposed and will not require a full reassessment of the renewal petition. This Report only addresses the requested educational programming and facility changes identified in the Material Revision. All changes in the law that must be updated since the last approval of Charter School's petition, is addressed in the Renewal Petition staff report, published by CVESD concurrently with this report.

Summary of Finding

I) Denial Reason #1
The Charter School presents an unsound educational program for the pupils to be enrolled in the charter school.
Findings for consideration: No findings determined.

II) Denial Reason #2
The Charter School is demonstrably unlikely to successfully implement the program set forth in the petition.
Findings for consideration: No findings determined.

III) Denial Reason #3
The petition does not contain an affirmation of each of the conditions described in Education Code Section 47605(e).
Findings for consideration: No findings determined.

IV) Denial Reason #4
The petition does not contain reasonably comprehensive descriptions for all of the required elements.
Findings for consideration: No findings determined.

V) Denial Reason #5
The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.
Findings for consideration: No findings determined.

VI) Denial Reason #6

The school district is not positioned to absorb the fiscal impact of the proposed charter school.

Findings for consideration: No findings determined.