

Leonardo da Vinci Health Sciences Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Leonardo da Vinci Health Sciences Charter School
Street	229 East Naples Street
City, State, Zip	Chula Vista, CA 91911
Phone Number	619.420.0066 extension 350900
Principal	Courtney Cox
Email Address	director@davincicharter.org
School Website	https://www.davincicharter.org
County-District-School (CDS) Code	37680230119594

2022-23 District Contact Information

District Name	Leonardo da Vinci Health Sciences Charter School
Phone Number	619.420.0066
Superintendent	Courtney Cox
Email Address	courtney.cox@davincicharter.org
District Website Address	https://www.davincicharter.org

2022-23 School Overview

When Clear View Charter Elementary School elected to surrender its charter and not seek renewal in 2008, the teachers and parents who believed strongly in the power of charter schools forged ahead to create the school of their dreams. This extremely determined group of teachers and parents devoted many hours of hard work in planning and developing Leonardo da Vinci Health Sciences Charter School. This “Smarter Charter” encompasses elements that only a charter school can offer their children - an education built on choice, accountability, innovation and freedom. We are dedicated to creating a quality, student-centered educational program that empowers all students, in a safe and supportive environment, to become innovative, compassionate, intelligent thinkers. The small group of teachers and parents wrote, petitioned for, and opened a brand new public charter school in California in 2009. We were housed on the campus of Mater Dei High School in Chula Vista for the first three years. In year one (2009-2010), we had seven classrooms with an enrollment of 156 students. In the second year (2010-2011), we grew to 11 classrooms with 238 students and attained accreditation by the Western Association of Schools and Colleges. In year three (2011-2013), we continued to grow to 280 students in 11 classrooms.

Currently, in 2022-2023, have 260 students in 14 classrooms next to Kellogg Elementary. We are focused on healthy living -- mind, body, and heart. We are a small independent charter school that has a health and science focus where we value developing the skills, talents, and interests of the whole child rather than focusing solely on what score he or she will make on the state tests. We believe that if we are to improve lifelong eating habits among children, it is critical that they learn to make healthy eating and active lifestyle choices. As a health sciences school, a major part of our school's mission is to create “health literate” students who exhibit knowledge, skills, and behaviors critical to healthy living.

MISSION

As a nurturing learning community, Leonardo da Vinci Health Sciences Charter School cultivates health literate students who have the knowledge, critical thinking skills, and attitudes, which empower them to become influential contributors in an ever-changing global society.

VISION

Leonardo da Vinci Health Sciences Charter School believes in a student-centered approach to learning that encourages all students to become compassionate, innovative, and intelligent thinkers who are knowledgeable about and value what it means to be healthy.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	38
Grade 2	29
Grade 3	30
Grade 4	42
Grade 5	43
Grade 6	32
Total Enrollment	237

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.0
Male	57.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	1.3
Filipino	0.0
Hispanic or Latino	77.2
Native Hawaiian or Pacific Islander	3.4
Two or More Races	2.1
White	7.2
English Learners	36.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	52.7
Students with Disabilities	10.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	76.52	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	17.66	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.90	5.83	106.00	7.66	18854.30	6.86
Total Teaching Positions	16.90	100.00	1383.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Leonardo da Vinci Health Sciences Charter School is designed as a student-centered community of learners. All students will have sufficient access to standards-aligned instructional materials, and, as first-hand inquirers and producers of knowledge, be involved with project-based learning (PBL) activities embedded in our curriculum and guided by the Common Core Standards, the Next Generation Science Standards, English language development standards, and other state standards.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iReady Wonders Lucy Calkins SIPPS DRA Online NewsELA Teacher Pay Teachers	Yes	0
Mathematics	iReady Do the Math Eureka Mathematics Eureka N'Sync Excel Math (Summer)	Yes	0
Science	TCI: Science - Digital Resources	Yes	0
History-Social Science	TCI: Social Studies - Digital Resources	Yes	0
Foreign Language	Rockalingua	Yes	0
Health	Macmillan/McGraw-Hill: Health and Wellness	Yes	0

School Facility Conditions and Planned Improvements

LdVCS utilizes a facility provided by the Chula Vista Elementary School District (CVESD). We share a campus with a district elementary school, Kellogg Elementary, and with a preschool operated by the Sweetwater Union High School District. We have 14 classrooms, space for an office, a lounge/storage area, a custodial shed, two restrooms for boys, two restrooms for girls, and one restroom for adults. The facility is clean and safe. Although adequate for the most part, we are in need of a private space for our Response to Intervention Team and a space for staff to work with pull-out groups. The facility provides a tremendous amount of space in which LdVCS has developed a garden. The LdVCS garden allows for garden-based learning on three levels: each classroom has its own garden bed, we have a multiage group of students as part of a garden club which helps maintain the entire garden, and parents and students are invited to visit and work in the garden with their teachers. The administration from LdVCS and Kellogg meet over the summer to plan schedules for shared spaces. We have created an online calendar for keeping track of events that use shared spaces, communicate regularly by phone, email and text messages, and meet in person every two weeks.

Chula Vista Elementary School District is responsible for inspecting the site annually and repairing any items that require attention. We utilize CVESD's system for placing work orders, and they have been very responsive to any situations requiring attention. Additionally, the CVESD landscaping crew has added and maintains the landscaping, which helps the campus look beautiful.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	153	149	97.39	2.61	46.98
Female	66	63	95.45	4.55	55.56
Male	87	86	98.85	1.15	40.70
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	119	115	96.64	3.36	46.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	43.75
White	11	11	100.00	0.00	45.45
English Learners	62	61	98.39	1.61	31.15
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	84	83	98.81	1.19	40.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	22.73

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	153	150	98.04	1.96	34.00
Female	66	64	96.97	3.03	28.13
Male	87	86	98.85	1.15	38.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	119	116	97.48	2.52	32.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	50.00
White	11	11	100.00	0.00	36.36
English Learners	62	62	100.00	0.00	16.13
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	84	83	98.81	1.19	30.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	17.39

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	38.64	--	36.97	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	44	100	0	38.64
Female	17	17	100	0	29.41
Male	27	27	100	0	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100	0	32.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100	0	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100	0	24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

During the 2022-2023 school year, LdVCS staff solicited the input of the community through various forms of communication. During monthly public Board Meetings, parents and community members are invited to submit public comments in order to gain their insight on agenda items. All educational partners, including parents, are also invited to participate in monthly public Governance Committees. Parents can select to join Audit & Budget, Curriculum & Assessment, or Partnership in order to discuss current school policies and procedures. A newly renovated Parent Advisory Council (PAC) meets with the Director each month on campus to give input and feedback on surveys, state reports, safety revisions, behavior management, and school events. In addition, ELAC committees are held monthly at a different time to encourage parents of English Learners to get involved.

The administration also used Google Surveys to solicit parent, staff and student input regarding the large-scale changes at LdVCS. Parent surveys are designed and sent out frequently to offer the opportunity to provide feedback on many topics. The results are analyzed and reviewed at Board Meetings, Governance Committees, and with the PAC and ELAC. The administration and PAC are working to put together a monthly Parent Education Series to integrate more community partnerships with all educational partners.

The Board, Governance Committees, and PAC/ELAC continue to brainstorm and integrate more ways to provide opportunities for Parental Involvement. The director emails a weekly update to all parents in both English and Spanish to communicate effectively with all educational partners. There are significant communication efforts through Facebook and the LdVCS website (www.davincicharter.org). The administration is working to update and improve marketing consistently across all platforms.

Parent Volunteer Hours

Parents, guardians, and the community are an integral part of the Leonardo da Vinci Health Sciences Charter School enriched classroom experience. LdVCS depends on its volunteers to make our charter school a special, supportive place to learn and grow. As part of the LdVCS Team, parents/guardians are encouraged to volunteer as many hours as their schedule permits.

2022-23 Opportunities for Parental Involvement

There are several ways a parent can serve as a volunteer. Please contact your child's teacher or the director if you have questions about how you can volunteer.

1. Classroom: Instruction; run copies; cut (prep work for the teacher); Room Parent.
2. Serve as an active member on our Board of Trustees and/or Governance Committees: Teachers, staff, parents, and community members serve as members of our governance structure.
3. Before and After School: Traffic in the parking lot; supervision of students.
4. Recess and Lunch: Supervision of students.
5. Everyone A Reader (EAR) Program: One hour working with a team of four students for 15 minutes each. Those same four students read 3-4 days a week for 4 different tutors who form a team.
6. At Home: Check with your child's teacher to see what projects can be done at home for class.
7. Donation of Classroom Supplies/Materials and/or Monetary Donations: Donations of supplies and materials and/or monetary donations can help LdV and are always welcome.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	260	87	33.5
Female	118	116	47	40.5
Male	147	144	40	27.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	3	75.0
Filipino	0	0	0	0.0
Hispanic or Latino	206	201	74	36.8
Native Hawaiian or Pacific Islander	8	8	1	12.5
Two or More Races	7	7	1	14.3
White	17	17	2	11.8
English Learners	101	98	38	38.8
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	145	142	59	41.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	35	35	12	34.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.56	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.26	0.02	0.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.26	0.00
Female	0.85	0.00
Male	3.40	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.97	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.71	0.00

2022-23 School Safety Plan

For our Comprehensive School Safety Plan, the Director met and collaborated with the principal of Kellogg Elementary School, the custodian of both schools, and the Leadership Team at LdVCS. The Comprehensive School Safety Plan was reviewed, updated, and reviewed July 2022 - August 2022. It was presented publicly to the Board of Trustees at the September Board Meeting. The Parent Advisory Council (PAC) voted to review and update the egress procedures as one of our 2022 - 2023 safety goals. At each meeting, the Council reviews and updates a specific type of emergency situation to provide efficiency and clarity for parents in the event of an emergency.

The purpose of this Comprehensive School Safety Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables Leonardo da Vinci Health Sciences Charter school and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving Leonardo da Vinci Health Sciences Charter School. The school safety plan is reviewed, updated and discussed annually with the board of trustees, parents, staff and students.

This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crises. Instead it provides a general framework for response, which in turn will guide more specific steps that a given situation demands, to be determined at the time of its occurrence by the School Emergency Team and emergency responders.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		2	
1	24		2	
2	25	2		1
3	30		2	1
4	26	1	1	1
5	27	1	1	1
6	25	2		1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	2		1
1	25		2	
2	17	2	1	
3	26	2		1
4	31		2	1
5	26	2		1
6	29		2	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	25	2		1
2	24	1	1	
3	25		2	
4	28	1	1	1
5	29		2	1
6	21	2	1	
Other	18	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,667.31	\$2,418.17	\$9,249.13	\$58,725.23
District	N/A	N/A		\$85,506
Percent Difference - School Site and District	N/A	N/A		-37.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	33.5	-39.1

2021-22 Types of Services Funded

General Operations—salaries, benefits, services, materials, and support to the general education

Educational Program—materials, textbooks, classroom technology, student materials, hands-on curriculum, and PE equipment

Special Education—programs offering appropriate, individualized instruction to students with special needs (provided by charter authorizer) Maintenance and operations

District oversight fee—facilities, Special Education encroachment

Professional Development—for targeted areas, teacher evaluations system, board development, administration trainings, mission and vision of school Facility costs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,430	\$52,641
Mid-Range Teacher Salary	\$79,101	\$83,981
Highest Teacher Salary	\$105,363	\$107,522
Average Principal Salary (Elementary)	\$139,463	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$313,246	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The school staff participates in professional development as determined by the Curriculum and Assessment Committee and in alignment with the instructional focus and school goals. Wednesdays are an early dismissal day dedicated to teacher professional development and collaboration. At least one early dismissal Wednesday a month is devoted to professional development. In addition to the professional development provided on Wednesdays, the teaching staff participates in professional development days throughout the year. Key elements of professional development at LdVCS include identifying instructional needs through data analysis, differentiated professional development for teachers at different levels of experience, and providing time and resources for teachers to share and reflect on best practices. Staff development topics will address the needs of individual students, target groups, and the whole school.

Other area where Professional development occurred:

- iReady implementation and use
- Wonders implementation and use
- ELPAC Training
- San Diego Area Writing Project: math literacy strategies
- Beyond SST/Supporting Students in SSTs, 504s, and IEPs
- Social-Emotional Learning
- Relating Positive Discipline with Academic Achievement
- Reviewing Academic Standards and Preparing for the Teacher Conference
- Yoga Education
- Becoming Familiar with the College Requirements
- Project Based Learning
- Do the Math Support
- Restorative Practices: Using circles effectively in the classroom
- Eureka Mathematics Training
- Classroom Organization and Management Practices
- Structured Word Inquiry
- Illuminate: Database and assessment generator
- Staff Meetings
-

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21