

**Leonardo da Vinci Health Sciences Charter School
Charter Petition Renewal
Chula Vista Elementary School District
For the Term of July 1, 2019 - June 30, 2024**

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Affirmations and Declaration

Leonardo da Vinci Health Sciences Charter School (“LdVCS” or the “Charter School”) shall follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Leonardo da Vinci Health Sciences Charter school declares that it shall be deemed the exclusive public school employer of the employees of LdVCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter school demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Successes and Accomplishments of the Prior Charter Term: 2014-2019

Leonardo da Vinci Health Sciences Charter School encompasses elements that only a charter school can offer their students - an education built on choice, accountability, innovation and freedom. We are dedicated to providing a quality, student-centered educational program that empowers all students, in a safe and supportive environment, to become innovative, compassionate and intelligent thinkers.

Leonardo da Vinci Health Sciences Charter School has numerous accomplishments over the past five years of operation:

- LdVCS is in year 10 of operation as a charter school in good standing with their authorizer, Chula Vista Elementary School District.
- LdVCS has increased the percentage of students who met or exceeded the standard in English Language Arts between 2015-2018 by 22% according to the California Assessment of Student Performance and Progress (CAASPP).
- LdVCS has increased the percentage of students who met or exceeded the standard in Mathematics between 2015-2018 by 16% according to the California Assessment of Student Performance and Progress (CAASPP).
- The percentage of socio-economically disadvantaged students who met or exceeded the standard in English Language Arts increased between 2015-2018 by 22% and 15% in mathematics according to the California Assessment of Student Performance and Progress (CAASPP).
- Latino students at LdVCS have increased in the percentage that have met or exceeded the standards in English Language Arts between 2015-2018 by 24% according to the California Assessment of Student Performance and Progress (CAASPP).
- Latino students at LdVCS have increased in the percentage that have met or exceeded the standards in mathematics between 2015-2018 by 15% according to the California Assessment of Student Performance and Progress (CAASPP).
- LdVCS is a Western Association of Schools and Colleges (WASC) accredited school. Our accreditation is up for review in 2022.
- LdVCS has consistently secured a stable facility.
- LdVCS has a healthy budget in which to invest in student growth and progress. It also enhances our ability to provide excellent programs with appropriate staffing (P.E. instructors, Instructional Assistants, after-school tutoring programs, etc.), quality professional development opportunities, and essential collaboration time.
- LdVCS audits have been clean with no findings to date.
- LdVCS has maintained a solid cash balance, a healthy net income, and a growing reserve every year. The 2018-2019 LdVCS budget forecasts a reserve exceeding 51%.
- LdVCS has experienced steady enrollment growth.
- LdVCS met all of its Academic Performance Index (API) growth targets for the 2010-2011, 2012-2013 and 2014-2015 school years for both schoolwide and for all groups served by LdVCS.
- The numbers of students who qualify for free and reduced meals at LdVCS has risen

each year, as has the achievement for this subgroup despite the additional challenges they face.

- LdVCS provides 30 minutes of physical education for each student every day.
- LdVCS provides Spanish classes for all students each week.
- LdVCS is a small school with a strong sense of community and family atmosphere where everyone knows everyone.
- LdVCS has a high level of parental involvement.
- LdVCS has created a school garden.
- LdVCS has increased the opportunities for after school support through weekly tutoring.
- LdVCS offers after school enrichment activities like art, gardening club, running club, flag football and karate.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1).

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).

Education Code Section 47607(a)(3) states: The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of the Most Recent API Calculation

Legal Requirements for Charter Renewal Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.	Yes; most recent API (2013) is 792; met growth targets schoolwide and for all student subgroups
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; statewide API rank of 4 in 2013
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; similar schools API rank of 4 in 2013
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed April 17, 2018)	

Analysis of Charter School CAASPP Data

As demonstrated above, LdVCS meets renewal criteria based on the current legal requirements. In addition, LdVCS demonstrates positive outcomes and growth for students based on available CAASPP and California School Dashboard data for schoolwide outcomes, significant subgroups and for comparison schools. See below for this data.

The table below summarizes the Charter School’s performance on the CAASPP from 2015 through 2018 schoolwide and for significant subgroups. The data shows the percentage of students that met or exceeded standards on ELA and Math for the past four years.

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	30%	39%	40%	52%
	Math	21%	26%	29%	37%
Latino	ELA	27%	36%	39%	51%
	Math	18%	25%	26%	36%
English Learners	ELA	10%	10%	19%	24%
	Math	13%	8%	16%	11%
Economically Disadvantaged	ELA	23%	27%	29%	45%
	Math	13%	20%	14%	28%

As the table demonstrates, LdVCS has increased the percentage of students meeting or exceeding standards for all students and all significant subgroups in both ELA and math over the past four years. We attribute these gains to our unique instructional model and effective teaching as well as the additional scaffolding and supports provided through our effective Response to Intervention (RtI) program, as described in more detail in the petition below.

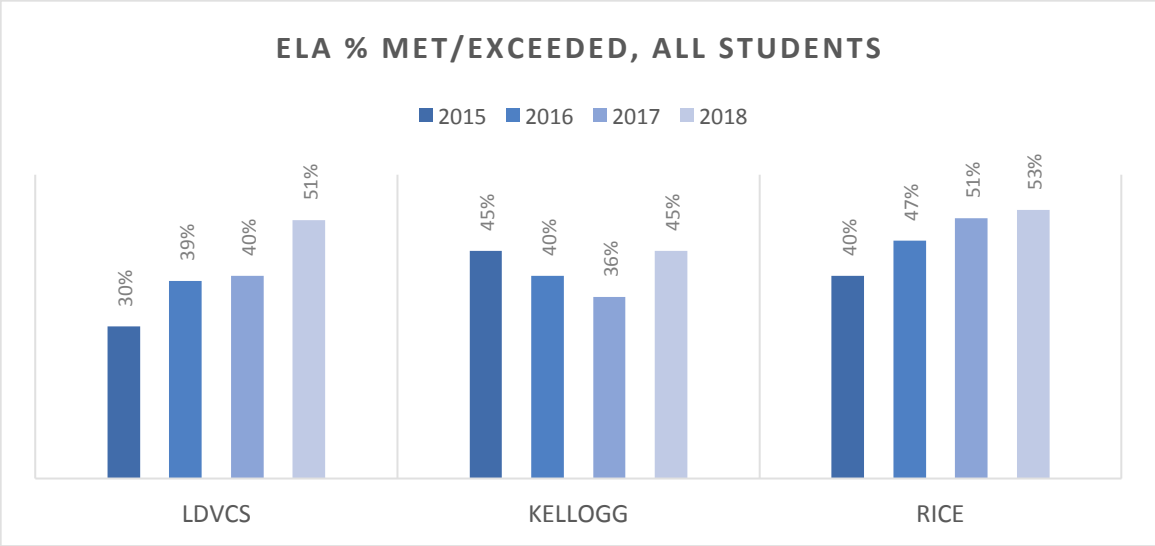
Comparison Schools Analysis

The following analysis compares the Charter School’s performance on the CAASPP from 2015 through 2018 to the following schools operating within Chula Vista Elementary:

- Karl H. Kellogg Elementary: Traditional public school serving 328 students in grades K-6.
- Lillian J. Rice Elementary: Traditional public school serving 650 students in grades K-6.

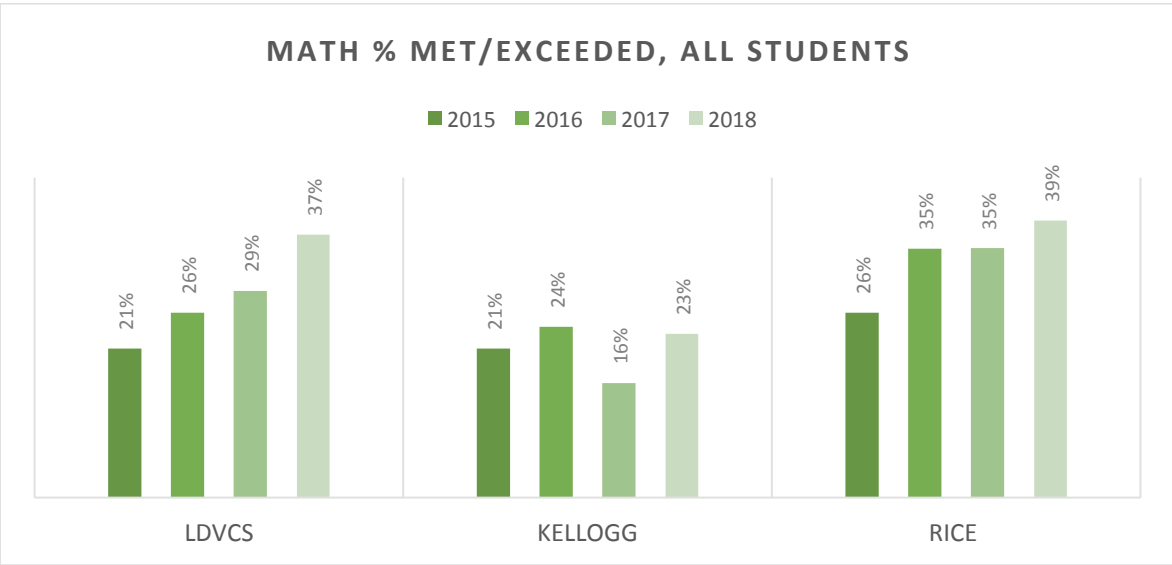
The following two graphs show schoolwide data for LdVCS and the comparison schools listed above for percentage of students that met or exceeded standards on CAASPP for ELA and Math

from 2015 through 2018. As the first graph indicates, LdVCS demonstrates consistent growth in ELA across the four years, while Kellogg maintains the percentage of students meeting or exceeding standards in ELA. Rice outperforms LdVCS all four years, but LdVCS significantly closed this gap to only 2% in 2018.



The graph above demonstrates that LdVCS is moving more students into proficiency than both the comparison schools. From 2017 to 2018, LdVCS increased the percentage of students in proficiency bands by 11%, compared to 9% for Kellogg and 2% for Rice. Over the four-year period, LdVCS showed the most gains, with 21% more students meeting or exceeding proficiency in ELA compared to Kellogg (0% gains) and Rice (13% gains).

In math, LdVCS shows consistent growth in student performance over the past four years, outperforming Kellogg three of the four years and closing the gap on Rice to within 2% in 2018.



As with ELA, the graph above demonstrates that LdVCS is moving more students into proficiency levels than both the comparison schools for math. From 2017 to 2018, LdVCS increased the percentage of students meeting or exceeding standards in math by 8% compared to 7% for Kellogg and 4% for Rice. Over the four-year period, LdVCS showed the most gains, with 16% more students meeting or exceeding proficiency in ELA compared to Kellogg (2% gains) and Rice (13% gains).

Student Subgroup Data Comparison

Another important point of comparison is to look at the Charter School’s subgroup data over the four years. The analysis below compares CAASPP outcomes for the following subgroups: Economically disadvantaged, English Learner and Latino students.

Overall, LdVCS has made significant gains for all three subgroups since the initial 2015 administration of the CAASPP. The table below shows the increase in the percentage of students meeting or exceeding proficiency in ELA and math over two periods. The first period shows gains made from 2017 to 2018 and the second period shows gains made from 2015 to 2018 for each subgroup and each school.

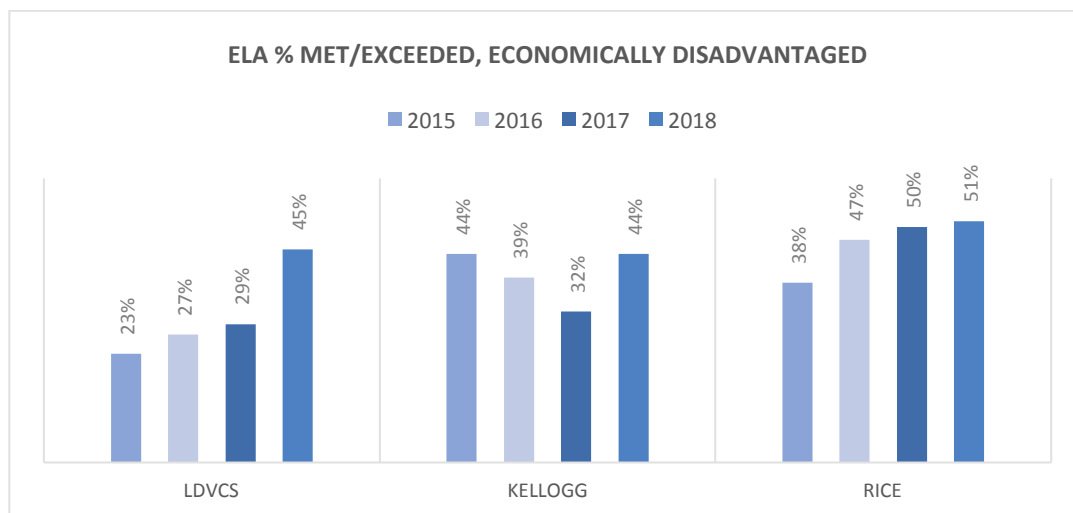
ELA % Increase Met/Exceeded	1 Year Gains (2017 to 2018)			3 Year Gains (2015 to 2018)		
	LdVCS	Kellogg	Rice	LdVCS	Kellogg	Rice
All Students	11%	9%	2%	21%	0%	13%
Economically Disadvantaged	16%	12%	1%	22%	0%	13%
English Learner	5%	6%	0%	14%	-3%	5%
Latino	12%	1%	0%	24%	-2%	16%

Math % Increase Met/Exceeded	1 Year Gains (2017 to 2018)			3 Year Gains (2015 to 2018)		
	LdVCS	Kellogg	Rice	LdVCS	Kellogg	Rice
All Students	8%	7%	4%	16%	2%	13%
Economically Disadvantaged	14%	8%	6%	15%	3%	13%
English Learner	-5%	-1%	0%	-2%	2%	5%
Latino	10%	9%	3%	18%	4%	15%

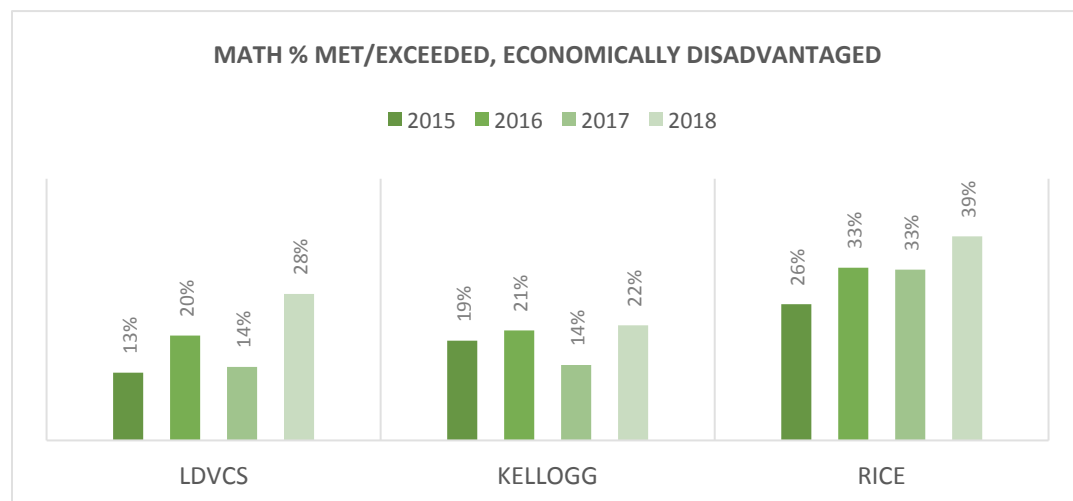
The green highlights indicate the school that showed the most gains for each subgroup. When we analyze one-year gains, we see that LdVCS outperformed Kellogg and Rice in gains for economically disadvantaged and Latino students in both ELA and math. When we analyze three-year gains, LdVCS outperforms both Kellogg and Rice for all three subgroups in ELA and both schools for economically disadvantaged and Latino students in math. Clearly, the Charter School’s program and instructional strategies are moving students into proficiency bands at a faster rate than the comparison district schools.

Economically Disadvantaged Student Comparison

When we look at the percentage of economically disadvantaged students that met or exceeded standards in ELA over the past four years, we see that LdVCS made significant gains from 23% in 2015 to 45% in 2018.

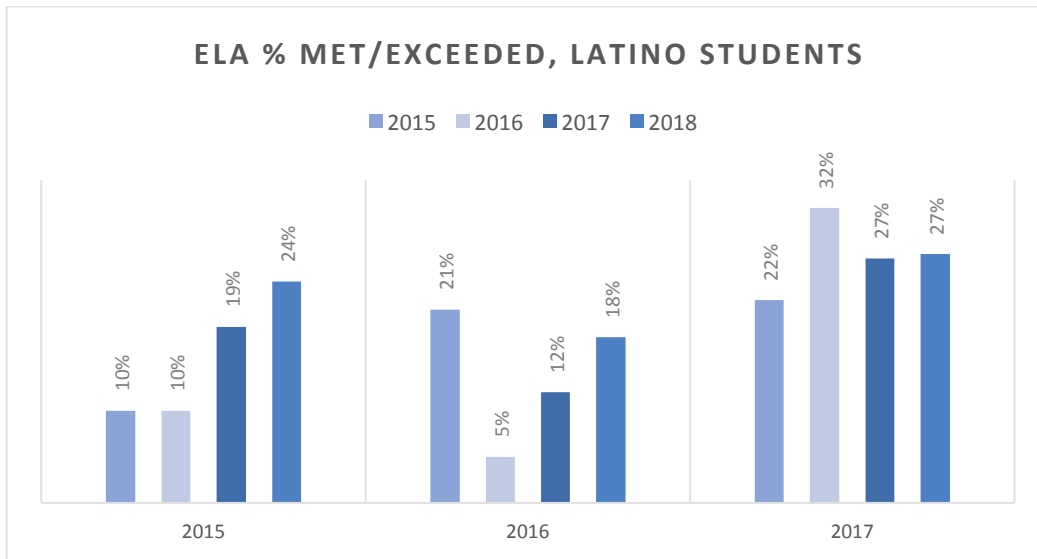


The chart above also shows that LdVCS has closed the gap on Kellogg and minimized the gap with Rice from 15% fewer students meeting or exceeding proficiency in 2015 to just 6% in 2018. In math, LdVCS continues to close the gap with Rice and performs on par or better than Kellogg over the four-year period.

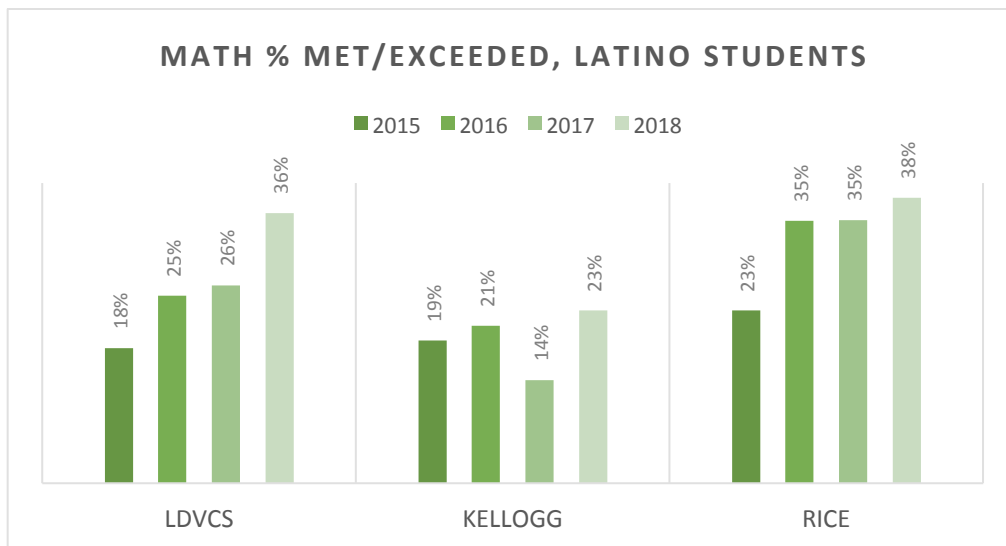


Latino Student Comparison

Again, LdVCS shows a significant increase in the percentage of Latino students meeting or exceeding standards in ELA over the four-year period. During the same period, Kellogg had fewer Latino students scoring in proficiency bands in ELA and Rice made moderate gains.



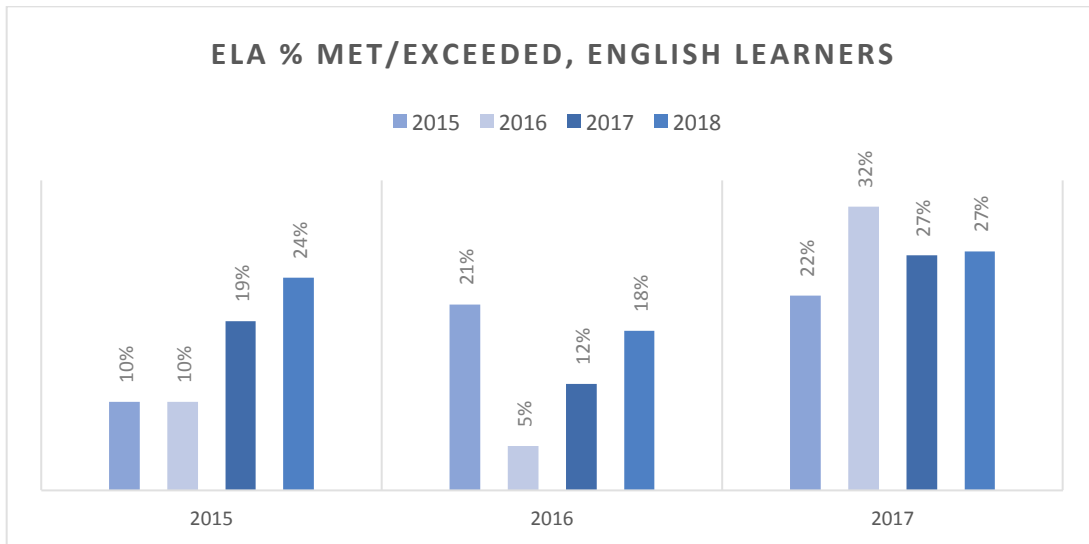
As the chart above demonstrates, LdVCS outperforms Kellogg in 2016, 2017 and 2018 and closes the gap with Rice to 3% in 2018. In math, LdVCS shows similar trends for Latino students, as illustrated below.



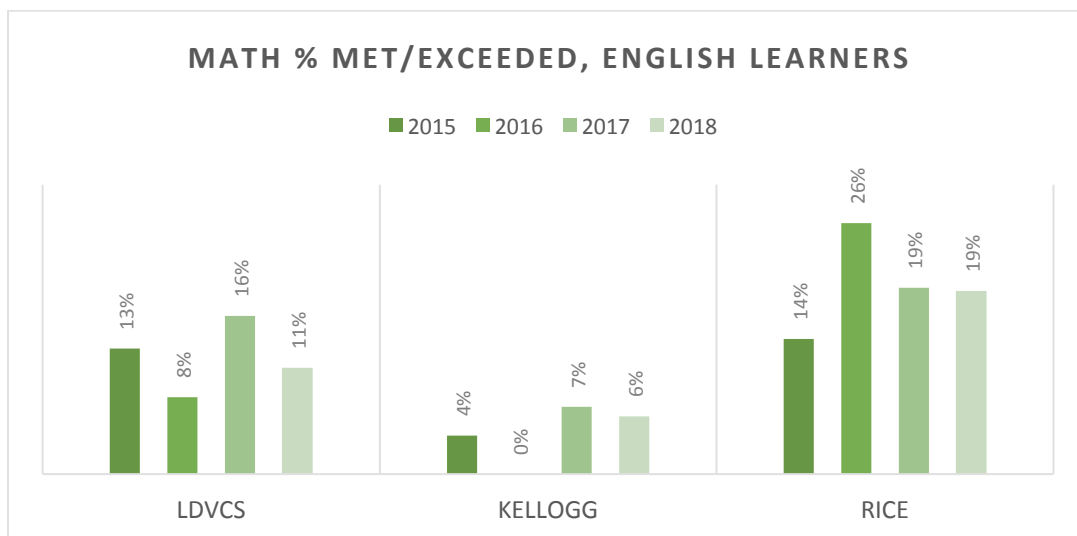
Over the four-year period, LdVCS outperforms Kellogg and closes the gap with Rice to 2% in 2018.

English Learner Student Comparison

LdVCS has shows consistent growth for our EL population in ELA over the past four years, increasing from just 10% meeting or exceeding standards in 2015 to 24% in 2018. We continue to outperform Kellogg over the period and close the gap on Rice to just 3% in 2018, as the chart below illustrates.



As shown below, LdVDS significantly outperforms Kellogg all four years in math for English Learners. However, we recognize that we have more work to do to support the achievement of proficiency in math for our English Learners.



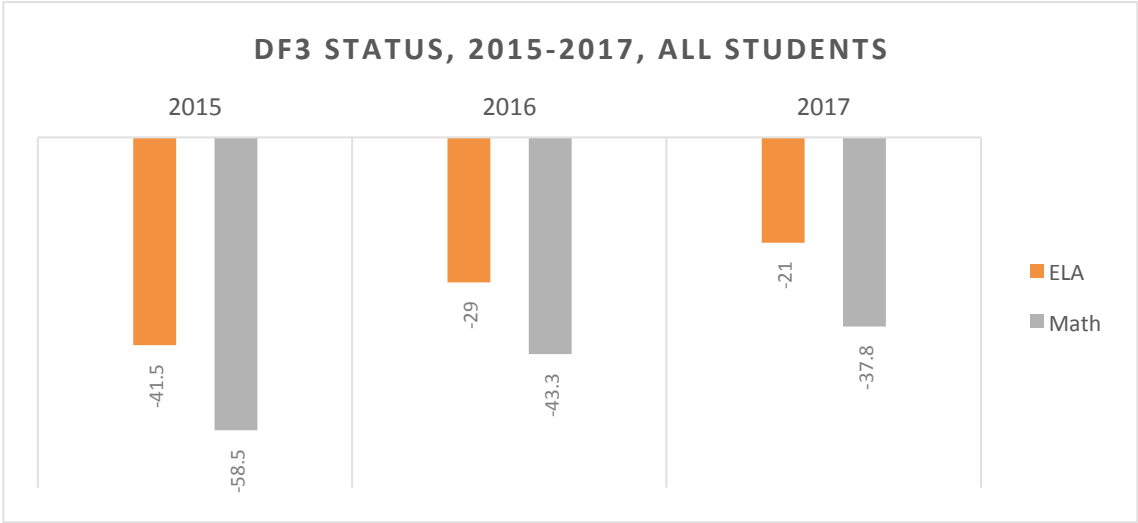
Based on this data for English Learners in ELA and math, LdVCS has recognized the need to increase services and supports for this population. In response, we have implemented a Response to Intervention program to provide additional staff support and scaffolding to ELs. We have also hired a dedicated ELD Specialist as well as trained staff in more effective ELD teaching strategies to meet the needs of EL students and increase their proficiency in both reading and math. See the Plan for English Learners section below for more details.

California Academic Indicator: Distance from Level 3

In February 2017, the State Board of Education adopted a new academic indicator for assessing overall performance on the CAASPP that utilizes students scale scores. In this methodology,

called Distance from Level 3 (DF3), each student’s assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met). The difference between a student’s earned scale score and the minimum Level 3 scale score produces a positive, negative or neutral result. The results show either the needed improvement to bring the average score to Level 3 (Academic Indicator is a negative number) or the extent to which the average score exceeds Level 3 (Academic Indicator is a positive number). The Fall 2017 California School Dashboard reports both a Status and Change metric for DF3.

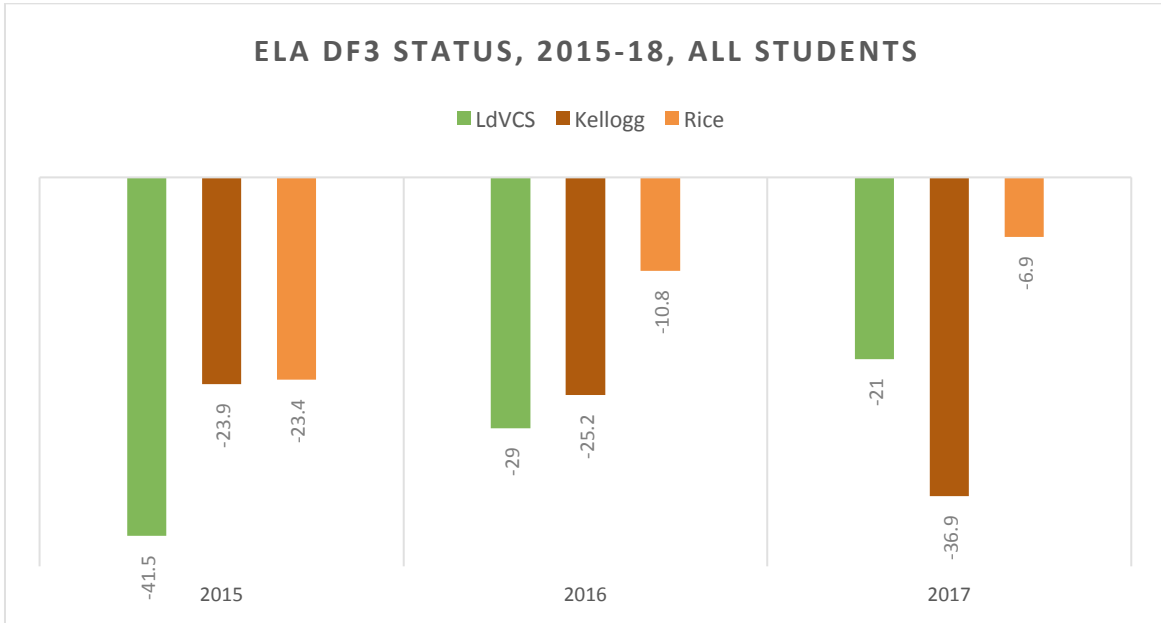
The chart below shows LdVCS’s DF3 status metric from 2015 through 2017.¹ Over the past three years, students have consistently increased their performance on the DF3 Status metric growing from -41.5 to -21 in ELA and -58.8 to -37.8 in Math.



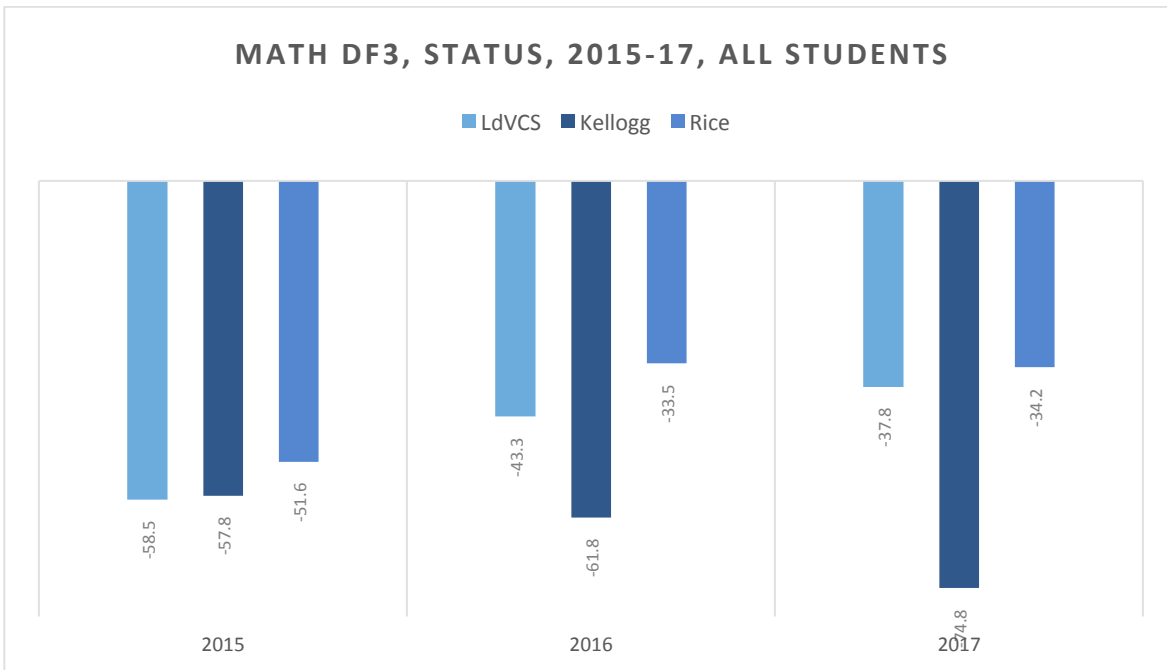
As illustrated above, LdVCS students have made 20.5 points of growth in ELA and 20.7 points of growth in math over three-year period.

In the Fall 2017 California School Dashboard, the state reported both a Status and Change metric for DF3 for all students and subgroups. Our comparative analysis looks at the DF3 Status metric for LdVCS and the two comparison schools for all students from 2015-2017. The chart below demonstrates that LdVCS initially performs behind both Kellogg and Rice in the first two years of the CAASPP administration, but then closes the gap on both schools.

¹ At the time the charter petition was written, the Fall 2018 Dashboard had not been made public, so the above data is from the Fall 2017 Dashboard.

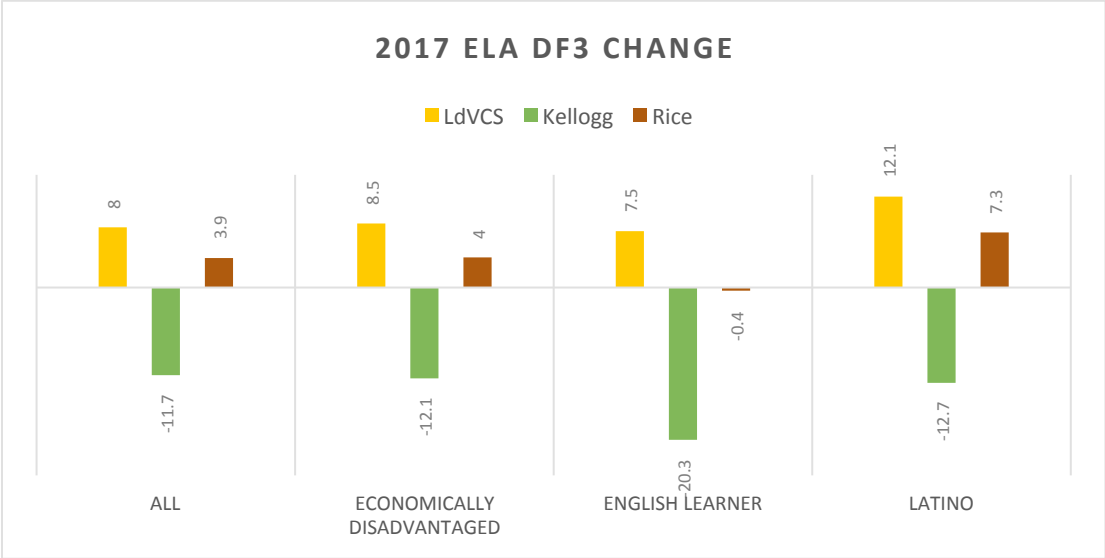


In 2016-17, LdVCS significantly outperforms Kellogg by 15.9 points and closes the gap on Rice from 18.1 points in 2015 to 14.1 points in ELA. In math, LdVCS performed on par with Kellogg in 2015, and then significantly outperformed Kellogg the following two years, by 18.5 points in 2016 and an even wider margin of 37 points in 2017. As shown below, LdVCS has shown consistent growth in math over the three-year period. Both comparison schools had very inconsistent performance over the same period, with significant decreases in math in 2016.

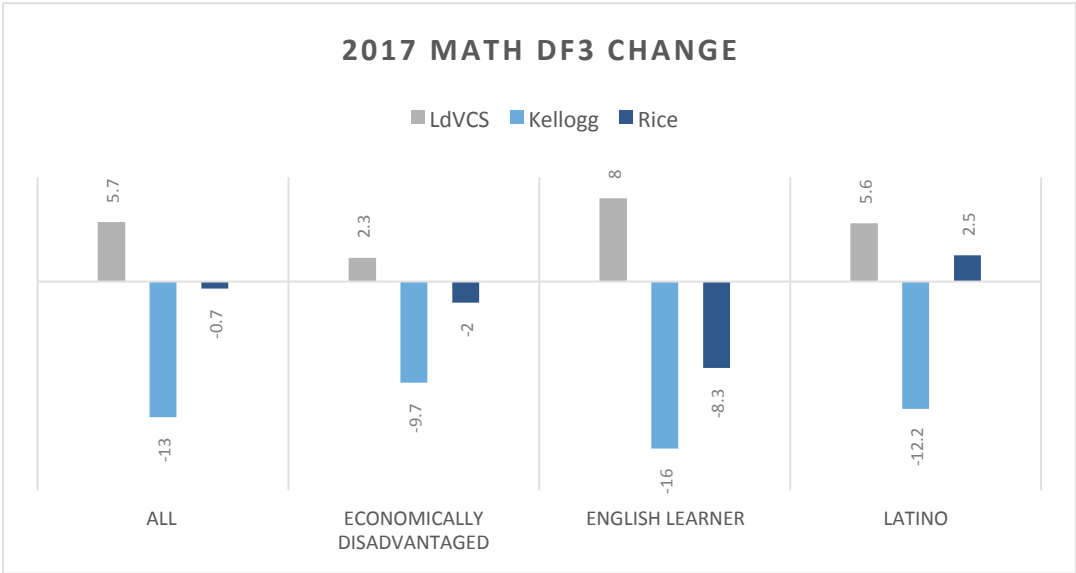


LdVCS closes the gap on Rice from 6.9 points in 2015 to just 3.6 points in 2017 for math.

The Fall 2017 California School Dashboard also reports a DF3 Change score for all students and subgroups. As such, we can compare growth on the CAASPP between LdVCS and the comparison schools for 2017 for all students and subgroups. As the chart below demonstrates, LdVCS achieved positive growth each year in ELA for all students and each subgroup, compared to declines for all groups for Kellogg and smaller or no gains for Rice across all students and subgroups.



As shown above, Latino students had LdVCS made the most gains, with 12.1 points of growth. The comparison for Math is even more stark, with LdVCS reporting positive growth for all students and all subgroups in 2017, compared to declines for all students and subgroups for both the comparison schools. Rice posted small gains for Latino students in 2017.



As shown above, English Learners posted the most gains with 8 points of growth from 2016 to 2017.

See Appendix A for the Charter School's 2017 Fall California School Dashboard.

See also Appendix B for a response to how LdVCS has incorporated new legal requirements into the Charter School's operations, policies and procedures since our last renewal.

Element A: Education Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in the program shall include the objective of enabling pupils to become self-motivated, competent, and life-long learners." Ed. Code § 47605(b)(5)(A)(i).

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Ed. Code § 47605(b)(5)(A)(ii).

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the 'A' to 'G' admissions criteria may be considered to meet college entrance requirements." Ed. Code § 47605(b)(5)(A)(iii).

Leonardo da Vinci Health Sciences Charter School opened in August 2009 and is accredited by the Western Association of Schools and Colleges (WASC). LdVCS draws students from over 25 different schools within the county. Approximately 42% of our students are English Learners, 43% qualify for free and reduced lunch and 9.3% are receiving special education services. LdVCS serves approximately 330 students in grades K-6.

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.

Education Philosophy

Students at LdVCS are valued as first-hand inquirers and producers of knowledge. Leonardo da Vinci embodies the habits of mind fostered in each student. He was a true Renaissance man who interpreted, challenged and dissected knowledge. A master painter, sculptor, mathematician, scientist and writer, Leonardo da Vinci's ingenuity and passion for ideas make him an exemplary role model for our students.

"For once you have tasted flight you will walk the earth with your eyes turned skywards, for there you have been and there you will long to return." ~Leonardo da Vinci

Leonardo da Vinci Health Sciences Charter School believes that educated people in the 21st century not only have academic knowledge, but also exhibit the "habits of mind" necessary to work collaboratively and solve complex problems in multiple ways. LdVCS students:

- Persist
- Question and reflect
- Strive for accuracy
- Are technologically literate
- Lead others
- Think and communicate with clarity and precision
- Create, imagine and innovate
- Think and work interdependently

Our students develop knowledge of and practice what it means to be healthy individuals physically, mentally, and emotionally. LdVCS students:

- Solve peer conflicts
- Make healthy food choices
- Engage in daily physical activity
- Maintain healthy relationships
- Show good character
- Listen with understanding and empathy
- Have a positive self-concept

How Learning Best Occurs

Learning knowledge-age skills best occurs when students are actively engaged in authentic and meaningful learning experiences that aim to develop such 21st century skills. Rather than students passively learning isolated facts, the Charter School's instructional program is founded on inquiry-driven, project-based learning (PBL), supported by technology.

Through project-based learning, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.² We believe that learning best occurs when students are self-motivated and inspired to investigate, test, research, create, invent, inquire and question via hands-on projects that have meaning and relevance for them across disciplines. We believe project-based learning capitalizes on students' natural curiosities and methods of exploring the world around them, reality, self-awareness and more.³

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the

² Sill, D. Integrative Thinking, Synthesis and Creativity in Interdisciplinary Studies. *The Journal of General Education*. 2001;50(4):288-311.

³ Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation.⁴ Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.⁵

The teachers and staff at LdVCS deem that learning best occurs in a collaborative environment, in which the school's teachers, staff, parents, students, and the community work together to ensure that all students reach their highest potential. Leonardo da Vinci Health Sciences Charter School values student-centered, interactive classrooms and group projects in which student voices and opinions are valued.

An Educated Person in the 21st Century

An educated person in the 21st century must possess knowledge-age skills, which require a different education than was needed during the Industrial Age. Learning for the 21st Century: A Report and Mile Guide for 21st Century Skills (2007) cites six key elements for fostering knowledge-age skills:

- Emphasize core subjects. Knowledge and skills for the 21st century must be built on core subjects including English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.
- Emphasize learning skills. Students need to know how to keep learning continually throughout their lives. Learning skills comprise three broad categories of skills including: information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills.
- Use 21st century tools to develop learning skills. In our digital world, students need to learn to use tools that are essential to everyday life and workplace productivity.
- Teach and learn in a 21st century context. Students need to learn academic content through real-world examples, applications and experiences both inside and outside of school. Students understand and retain more when their learning is relevant, engaging and meaningful to their lives.
- Teach and learn 21st century content. Education and business leaders have identified three significant, emerging content areas that are critical to success in communities and workplaces: global awareness; financial, economic, and business literacy; and civic literacy.
- Use 21st century assessments that measure 21st century skills. Standardized tests alone

⁴ Csikszentmihalyi, M. Flow: The Psychology of Optimal Experience. *Journal of Leisure Research*. 1990;24(1):93-94.

⁵ Gardner, H. *Multiple Intelligences: New Horizons*. Completely rev. and updated. New York: BasicBooks, 2006.

can measure only a few of the important skills and knowledge our students learn. A balance of assessments including high-quality standardized testing for accountability purposes and classroom assessments for improved teaching and learning offer students a powerful way to master the content and skills central to success in the 21st century.

Leonardo da Vinci Health Sciences Charter School focuses on developing the "habits of mind" necessary to solve complex problems in intelligent ways. The "habits of mind" described by Art Costa include:

- Persisting
- Listening with understanding and empathy
- Thinking about your thinking (metacognition)
- Questioning and problem posing
- Managing impulsivity
- Thinking flexibility
- Striving for accuracy
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Gathering data through all senses
- Creating, imaging, and innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

Students to be Served

It is the intention of the Leonardo da Vinci Health Sciences Charter School to serve all students in the community to the highest capacity. All students’ educational needs are supported through the unique curriculum, effective staff/parent communication, strong parental support networks and involvement and community partnerships.

LdVCS serves approximately 265 students in grades K-6. Projected estimated enrollment by grade level for the five-year renewal term of the charter is outlined below.

Year	Projected Enrollment	Grade Levels
2019-2020	290	Two classrooms for each K, 1, 2, 3, 4, 5, 6
2020-2021	310	Add a TK classroom
2021-2022	325	Add a 7 th grade classroom
2022-2023	345	Add an 8 th grade classroom
2023-2024	355	Maintain a consistent K-8 enrollment

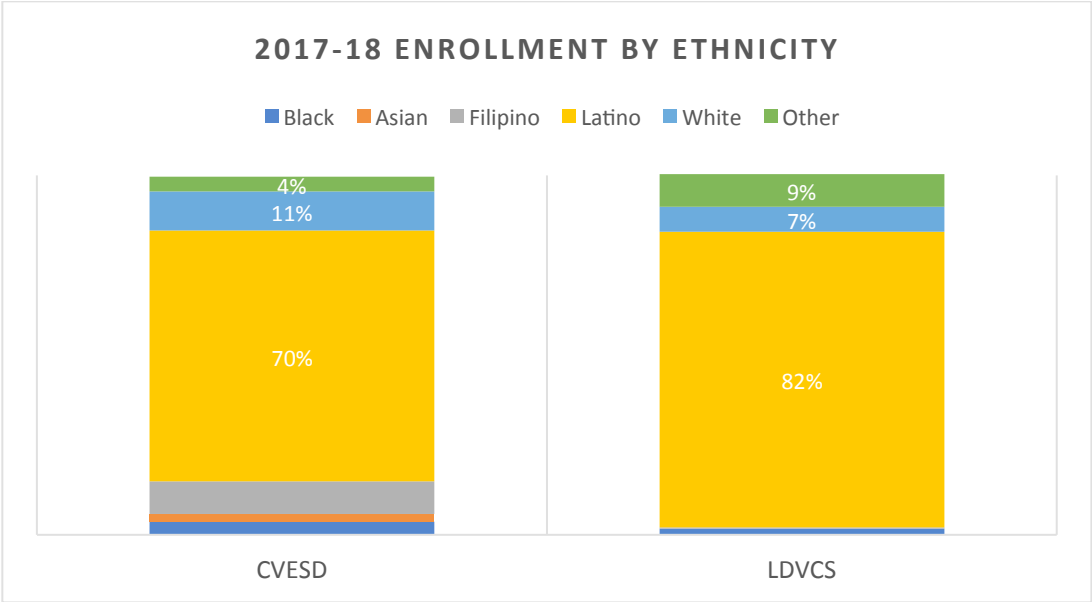
Leonardo da Vinci Health Sciences Charter School takes pride in our community’s cultural and linguistic heritage. The curriculum, policies and practices embrace the full range of diversity present in our society.

For the past four years, LdVCS has served a diverse student population, as detailed in the table below, showing percentage of students enrolled for each population.

Group	2014-15	2015-16	2016-17	2017-18	2018-19*
Total Enrollment	308	327	308	299	290
Black or African American	2.6%	1.2%	1.9%	1.7%	1.9%
American Indian or Native Alaskan	0.3%	0.0%	0.0%	0.7%	0%
Asian	0.6%	0.3%	0.0%	0.0%	0%
Filipino	1.3%	0.3%	0.3%	0.3%	0.6%
Hispanic or Latino	84.7%	88.4%	87.0%	82.3%	87%
Pacific Islander	0.3%	0.3%	0.6%	1.3%	0.6%
White	9.1%	7.6%	6.8%	7.0%	6.8%
Two or More Races	1.0%	1.8%	1.3%	2.3%	1.3%
Not Reported	0.0%	0.0%	1.9%	4.3%	1.9%
Economically Disadvantaged	54.5%	55.4%	42.9%	53.8%	45.7%
English Learners	39.0%	38.2%	42.4%	42.1%	42.2%
Students with Disabilities	5.2%	6.4%	7.8%	9.7%	8.4%
Foster Youth	0.0%	0.3%	0.0%	0.3%	0%
Homeless Youth	8.4%	8.9%	3.6%	0.7%	0%

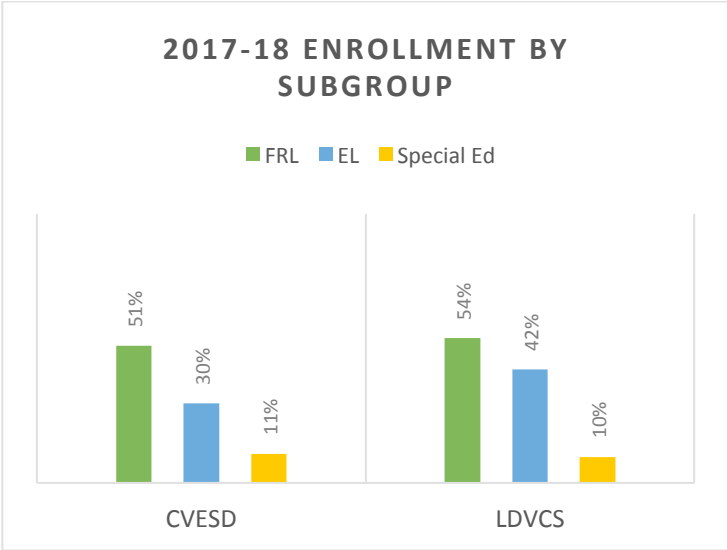
* Anticipated enrollment

The diversity of the LdVCS student population closely mirrors that of the District in terms of ethnicity and subgroups, as the graphs below demonstrate.



As the chart above shows, LdVCS serves a larger percentage of Latino students than the District as a whole (82% compared to 70%), but fewer Filipino, White and African American students.

The following chart compares enrollment by three subgroups: economically disadvantaged, English Learner and Students with Disabilities.



As the chart above shows, LdVCS very closely mirrored district enrollment for all three populations, serving a larger percentage of English Learners (42.1% compared to 29.5%) and economically disadvantaged students (54% compared to 51%) and a comparable percentage of Students with Disabilities (10% compared to 11%).

Academic Year

LdVCS will have at least 186 days of instruction and for each academic year offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.

See Appendix C for a draft 2019-20 school calendar.

Unique Aspects of the Educational Program

Having a specific focus throughout the content areas ensures that integrated project-based learning aspects tie these curricular areas together in a way that makes learning relevant to students and to today's society. The educational program at LdVCS provides a rigorous, engaging and comprehensive education for students. The LdVCS program is focused around the Next Generation Science Standards (NGSS) and the California History-Social Studies Science Content Standards and integrated with the Common Core State Standards (CCSS) for California English Language Arts (ELA) and Mathematics (hereinafter, collectively the State Standards). While aligned with the State Standards, learning engagements at LdVCS go beyond these standards by promoting project-based learning and enrichment opportunities designed to enhance student engagement, subject matter comprehension, and content application in every classroom. In addition to building foundational skills in the core academic subject areas, LdVCS provides enrichment programs embedded within the regular school day as well as after school. Following are descriptions of the key program attributes of LdVCS including: health sciences, assemblies and families.

Health Sciences

The curricular focus for LdVCS is health sciences, from personal habits to global awareness. LdVCS students develop knowledge and gain hands-on experience in three key areas:

- 1) What it means to be a healthy individual—physically, mentally and emotionally;
- 2) What it means to have a healthy community and society; and
- 3) What health-related issues exist locally and globally?

“The health of children and their success in school are intimately linked. Increasingly, the value and importance of educating the whole child, including focusing on children's health, is being supported by empirical studies. Inadequate nutrition and a wide range of negative and self-destructive behaviors, such as the use of alcohol, tobacco, and other drugs, have been linked to poor school performance. The converse is also true; that is, children who are helped to accept responsibility for their health are more likely to succeed in school and to become healthier, more responsible, and more successful adults. Schools are collaborating with parents and the community to address problems and behaviors that influence school performance.”⁶

⁶ Health Framework for California Public Schools. Sacramento: California Department of Education, 2003.

Through a focus on health sciences, each grade level progresses through a yearly project cycle beginning with the individual and then moving to school, community, state, nation and global perspectives. LdVCS students strive to become "ambassadors of health issues" for their peers and produce media (i.e. web pages, podcasts, videos) to communicate their message to their peers throughout the local and national community.

LdVCS acknowledges that health problems transcend national borders. We not only want our students to be aware of and take an active role in improving their own health, but to have an awareness of the health issues facing people in their community, nation and world as well. Our students are aware of global health issues including:

- Disparities in health between rich and poor nations as well as rich and poor people
- Access to affordable quality health care
- Millions of people die annually from preventable diseases and malnutrition
- Rise of drug-resistant pathogens
- HIV/AIDS epidemic
- Environmental health problems caused by pollution and global warming

Additionally, childhood obesity is on the rise, as are diabetes, high blood pressure and high cholesterol among children. For most children, the cause is eating too much and exercising too little. As a preventative measure, our program emphasizes healthy living, including physical fitness, nutrition and disease prevention.

LdVCS creates health literate students who exhibit knowledge, skills and behaviors in four key areas critical to healthy living:

- Acceptance of personal responsibility for lifelong health.
- Respect for and promotion of the health of others.
- An understanding of the process of growth and development.
Informed use of health-related information, products, and services.

Our curriculum meets the expectations outlined in the Health Framework for California Public Schools. Additionally, the four key areas critical for healthy living serve as a lens through which students examine history/social science, science and personal choices. As an example, sixth graders studying ecology acquire sufficient knowledge of the process of growth and development of organisms to recognize that the health of ecosystems directly affects all living things within that ecosystem. They understand that taking personal responsibility for the health of the environment means taking responsibility for their own health as well as the health of other organisms.

To enhance real world connections for our students, LdVCS develops and maintains partnerships with health care educators and practitioners in higher education and private industry.

Assemblies

To build and maintain a healthy school community, LdVCS offers schoolwide assemblies where everyone sings, listens to storytellers, celebrates learning, shares poetry, and enjoys multicultural performances by community musical, acting and singing groups. Special classroom and student achievements are also shared at this time to increase student pride in themselves, their teachers and their school environment. These informal assemblies serve to unite the student body, teachers, staff and parents.

Families

LdVCS students are part of a cross-age group (K-6) of students headed by a teacher in a “family” that meets regularly. Students remain with the same “family” throughout their years at the Charter School. This program gives everyone the opportunity to know students of all ages. The goal of our families is to build relationships and acceptance of others with students of different ages, interests and abilities. Family activities promote learning and working collectively as a group and provide opportunities for older students to assist and nurture students who are younger than they are, allowing for the understanding and appreciation of one another.

Instructional Design and Curriculum

Leonardo da Vinci Health Sciences Charter School is designed as a student-centered community of learners. All students have sufficient access to standards-aligned instructional materials, and, as first-hand inquirers and producers of knowledge, be involved with project-based learning activities embedded in the curriculum.

Instructional Methods

LdVCS supports a multi-disciplinary instructional approach to teaching and learning, as it lends meaning to individual standards, and increases the content’s relevance to students. As part of the curriculum design process, research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. The core instructional methods that are integrated throughout the LdVCS academic program are discussed below.

Project-Based Learning

Project-based learning is an instructional approach that emphasizes authentic learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices. The unique way it can motivate students by engaging them in their own learning is a major benefit of utilizing PBL. Project-based learning activities provide opportunities for students to pursue their own interests and questions and make decisions about how they find answers and solve problems.

PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting. In addition, PBL teaches students’ 21st century skills as well as content. PBL helps make learning relevant and useful to students by establishing connections

to life outside the classroom, addressing real world concerns, developing real world skills including communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. Many of the skills learned through PBL are those desired by today's employer, including the ability to work well with others, make thoughtful decisions, take initiative and solve complex problems.

Project-based learning is generally completed by groups of students working together toward a common goal. Performance is assessed on an individual basis and considers the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project completion.

Project-based learning also provides opportunities for teachers to build relationships with each other and with those in the larger community. Student work, which includes documentation of the learning process as well as the students' final projects, is shared with other teachers, parents, and the business community, all of whom have a stake in our students' education.

The International Society for Technology in Education (ISTE) describes the benefits attributed to project-based learning. These benefits include:

- Increased motivation. Accounts of projects often report that students willingly devote extra time or effort to the project or that previously hard-to-reach students begin to participate in class. Teachers often report improvements in attendance and decreases in tardiness, and students often report that projects are more fun and more engaging than other components of the curriculum.
- Increased problem-solving ability. Research on improving students' higher-order cognitive skills emphasizes the need for students to engage in problem-solving tasks and the need for specific instruction on how to attack and solve problems. Numerous articles describe project-based learning environments in which students become actively and successfully engaged in posing and solving complex problems.
- Improved library research skills. Most projects require students to move beyond easily available printed informational sources such as textbooks, encyclopedias and dictionaries. Information technologies include excellent additional sources of information via the Internet. Project-based learning provides an authentic and motivating context in which to gain increased information literacy.
- Increased collaboration. The necessity for group work in many projects requires students to develop and practice communication skills. Peer teaching, student evaluation, online information sharing, and cooperative learning groups are all aspects of the collaborative nature of projects.
- Increased resource-management skills. Part of becoming an independent learner is taking responsibility for completing complex tasks. Well-implemented project-based

learning gives students instruction and practice in organizing projects, and in allocating time and other resources such as equipment to complete tasks on schedule.⁷

Structured Word Inquiry

Structured word inquiry (SWI) is an instructional approach to literacy that uses the principles of scientific inquiry as the basis of word level literacy instruction. Specifically, there are two key features of this instructional model, namely that the model explicitly targets any features and conventions that govern “word structure,” and those teachers employ not just an inquiry approach, but also a structured inquiry approach.

There are four standard questions used to guide SWI investigations:

- 1) What does the word mean?
- 2) How is it built?
- 3) What other related words can you think of?
- 4) What are the sounds that matter?

We utilize SWI as a means of deepening concepts across subject areas and teachers use this instructional model to investigate the terms and concepts they are trying to help students make sense of.

Technology Integration

At LdVCS, technology is imbedded into our academic curriculum in multiple ways. We expect students to be confident users of many technological tools as evidenced by our technology benchmarks. At LdVCS, students effectively use technology to:

- Gather, collect, sort and analyze information
- Collaborate with peers and experts through distance learning
- Construct rich representations of learning and personal experiences
- Engage in higher order thinking skills and problem solving
- Enhance personal productivity and self-management

It is important that we have a means to stay current with new technologies, continuing to incorporate new technology into the curriculum and keeping teachers up-to-date through regular staff development opportunities.

Curriculum

Instruction at LdVCS takes place in a traditional classroom learning setting. The curriculum described below is wholly aligned to State Standards. Specifically, the LdVCS educational program is comprised of the following standards-based content areas enriched with curriculum

⁷ International Society for Technology in Education (ISTE). Research Supporting Project-Based Learning. (1997). (www.iste.org/content/navigationmenu/research/reports/the_road_ahead_background_papers_1997_/project-based_learning.htm#Research)

enhancements. Instruction of these content areas is consistent across each grade level. Teacher-developed instructional unit plans establish the scope and sequence of content delivery and the basis for designing instruction is driven by the strategies and methodology described below. While our curricular focus is health sciences, all students have access to a broad course of study including the academic core curriculum of English language arts, mathematics, history/social studies, visual and performing arts, physical education and health education.

English Language Arts

Students demonstrate strong reading, writing, speaking and language skills in multiple forms of expression (e.g., written, oral, multimedia, and performing arts) with communication skills appropriate to age, setting and audience.

Reading

A primary goal of the program at LdVCS is to encourage students to value reading as a source of information and as a stimulating pastime. Cultivating our students' love of reading encourages their growth as readers and writers.

The National Reading Panel, in a comprehensive study, found five general areas of reading instruction which are crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Using a balance of whole group instruction, guided instruction in small groups, and independent practice, teachers nurture these skills in students in a developmentally appropriate manner, supporting the individual needs of every student. Teachers provide instruction on the following comprehension strategies at all grade levels: predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing.

As outlined in the content standards for reading, instruction focuses on work analysis, fluency and systematic vocabulary development. For each area, teachers focus on age- and developmentally-appropriate levels as described below:

- Kindergarten: Students know about letters, words and sounds and they apply this knowledge to read simple sentences.
- Grades 1-4: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication and word parts. They apply this knowledge to achieve fluent oral and silent reading.
- Grades 5 and 6: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Writing

For students to improve their writing, they must engage in writing often. Students at LdVCS learn to write for a variety of purposes, in different forms, and for different audiences throughout the school day.

As students are immersed in project-based, inquiry-driven instruction, they are asked to use writing as a medium of thought. Writing is used to communicate their learning as they solve problems, identify issues, construct questions, test theories, and challenge the ideas and thoughts of others. The National Council for Teachers of English (NCTE) states “Writing instruction must also consider that a good deal of workplace writing and other writing takes place in collaborative situations. Writers must learn to work effectively with one another.”

The NCTE further states that writing “should not be viewed as an activity that happens only within a classroom’s walls. Teachers need to support students in the development of writing lives, habits, and preferences for life outside school.” In equipping our students with 21st century skills, it is important to understand that members of today’s society are involved in an increasing number of self-sponsored writing activities such as blogging, instant messaging, emailing and journaling.

Writing at Leonardo da Vinci Health Sciences Charter School is seen as more than just a means of accountability. Writers must understand the various relationships between themselves as writers and their potential readers. Additionally, they must develop and refine their writing skills over time. Therefore, students at LdVCS are provided instruction in different pre-writing techniques, strategies for developing and organizing their thoughts, various means of editing and revising, preparing pieces for publication, and in meeting deadlines. They develop the skills to identify the processes that work best for them as individuals as they move between different writing situations. Students use writing in meaningful ways with real audiences in preparation for writing in real world situations.

As outlined in the content standards, when teaching writing skills, LdVCS teachers give attention to the following grade-level appropriate standards:

- Kindergarten: Students write words and brief sentences that are legible.
- Grades 1-4: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students’ progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
- Grades 5 and 6: Students write clear, coherent and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence and conclusions. Students’ progress through the stages of the writing process as needed.

Speaking and Listening

Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. LdVCS views teaching of speaking and listening skills as not just desirable, but also critical. As outlined in the content standards, when teaching speaking and listening skills, LdVCS teachers give attention to the following grade-level standards:

- Kindergarten: Students listen and respond to oral communication. They speak in clear and coherent sentences.
- Grades 1-4: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand ideas by using proper phrasing, pitch and modulation.
- Grades 5 and 6: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Mathematics

Students at LdVCS develop abilities to reason logically, to understand and apply mathematical processes and concepts including those within number sense and operations, functions and algebra, geometry and measurement and statistics, data analysis, and probability appropriate to their skill level. The goal of mathematics instruction is to produce students who are fluent with numbers, can use mathematical reasoning skills, and incorporate a strong mathematics vocabulary. Within the context of the State Standards, students are constantly challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required mathematics standards. Specifically, teachers will focus on developing students' number sense and algebraic reasoning abilities. Even young students can begin to understand numbers conceptually and can recognize relationships among mathematical concepts.⁸

According to research conducted at the University of Texas, Austin, "number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations."⁹ As a result, they are more prepared for the rigors of higher math. Important elements of number sense among young children include: linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading, so that they can devote more of their thinking to visualizing and tackling difficult word problems. LdVCS utilizes hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to make arithmetic operations automatic.

⁸ Building a Foundation for Learning in the Elementary Grades, NCISLA VOL. 1, NO. 2, Fall 2000.

⁹ Gersten, 1999.

As outlined in the content standards, when teaching mathematics skills, LdVCS teachers give attention to the following:

Kindergarten

By the end of Kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects and develop a sense of properties and patterns.

Grade One

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Grade Two

By the end of grade two, students understand place value and number relationships in addition and subtraction and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Grade Three

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Grade Four

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Grade Five

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions and decimals and learn to add and subtract positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Grade Six

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they

accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

History/Social Studies

Teachers at LdVCS build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students engage in problem solving as they acquire, evaluate and use information in a variety of ways. Teachers provide equal access to the core curriculum for all students through a variety of appropriate strategies, including project-based inquiry projects. Teachers also facilitate the exploration of values critical to understanding the democratic process.

Key content outcomes for social studies include knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Certain key skills we deem important for students to learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills.

As outlined in the content standards, when teaching history/social science skills, LdVCS teachers give attention to the following:

Kindergarten

- Learning and Working Now and Long Ago
- Learning to Work Together
- Working Together: Exploring, Creating, and Communicating Reaching Out to Times Past

Grade One

- A Child's Place in Time and Space
- Developing Social Skills and Responsibilities
- Expanding Children's Geographic and Economic Worlds
- Developing Awareness of Cultural Diversity, Now and Long Ago

Grade Two

- People Who Make a Difference
- People Who Supply Our Needs

- Our Parents, Grandparents, and Ancestors from Long Ago People from Many Cultures, Now and Long Ago

Grade Three

- Continuity and Change
- Our Local History: Discovering Our Past and Our Traditions
- Our Nation’s History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

Grade Four

- California: A Changing State
- The Physical Setting: California and Beyond
- Pre-Columbian Settlements and People
- Exploration and Colonial History
- Missions, Ranchos, and the Mexican War for Independence
Gold Rush, Statehood, and the Westward Movement
- The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States
- Modern California: Immigration, Technology, and Cities

Grade Five

- United States History and Geography: Making a New Nation: The Land and People Before Columbus
- Age of Exploration
- Settling the Colonies (The Virginia Settlement of Life in New England and The Middle Colonies)
- Settling the Trans-Appalachian West
- The War for Independence
- Life in the Young Republic
- The New Nation’s Westward Expansion
- Linking Past to Present: The American People, Then and Now

Grade Six

- World History and Geography: Ancient Civilizations
- Early Humankind and the Development of Human Societies
- The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush
- The Foundation of Western Ideas: The Ancient Hebrews and Greeks West Meets East:
- The Early Civilizations of India and China
- East Meets West: Rome

Spanish

Leonardo da Vinci Health Sciences Charter School offers each student the opportunity to receive a dynamic foreign language program to promote oral language fluency in Spanish for students in kindergarten through grade six. Students receive thirty minutes a week of Spanish language development skills through vocabulary, comprehension, conversational norms and expectations, as well as important cultural aspects of our predominantly Latino community. Staff members and parents understand that this opportunity to acquire Spanish language skills offers our students a pathway to completing the A-G requirements in middle and high school to satisfy foreign language classes necessary to be eligible to apply to colleges in the UC system.

Visual and Performing Arts

The goal of the visual and performing arts program at LdVCS is to expose students to different art forms and encourage students to appreciate art as a form of communication. The strands of visual and performing arts are as follows: artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications.

LdVCS integrates California State Visual and Performing Arts Standards throughout the curriculum. The Charter School is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. By engaging in visual and performing arts, students enhance their knowledge of core academic subjects, apply critical thinking skills, acquire artistic skill and style, and demonstrate a basic understanding of drama, dance, art and music.

As outlined in the content standards, when teaching visual and performing arts skills, LdVCS teachers give attention to the following:

Kindergarten

- Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance
- Development of Motor Skills and Technical Expertise Comprehension and Analysis of Dance Elements
- Development of Dance Vocabulary
- Creative Expression: Creating, Performing, and Participating in Dance Creation/Invention of Dance Movements
- Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance
- Development of Dance
- Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works of Dance
- Description, Analysis, and Criticism of Dance
- Connections Relations and Applications: Connecting and Applying What Is Learned in

- Dance to Learning in Other Art Forms and Subject Areas and to Careers
- Connections and Applications Across Disciplines

Grades One and Two

- Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance
- Development of Motor Skills and Technical Expertise Comprehension and Analysis of Dance Elements
- Development of Dance Vocabulary
- Creative Expression: Creating, Performing, and Participating in Dance
- Creation/Invention of Dance Movements
- Application of Choreographic Principles and Processes to Creating Dance
- Communication of Meaning in Dance
- Development of Partner and Group Skills
- Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance
- Development of Dance
- History and Function of Dance
- Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works to Dance
- Description, Analysis, and Criticism of Dance Meaning and Impact of Dance

Grades Three through Six

- Artistic Perception: Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Dance
- Development of Motor Skills and Technical Expertise Comprehension and Analysis of Dance Elements
- Development of Dance Vocabulary
- Creative Expression: Creating, Performing, and Participating in Dance
- Creation/Invention of Dance Movements
- Application of Choreographic Principles and Processes to Creating Dance
- Communication of Meaning in Dance
- Development of Partner and Group Skills
- Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance
- Development of Dance
- History and Function of Dance Diversity of Dance
- Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works to Dance
- Description, Analysis, and Criticism of Dance Meaning and Impact of Dance
- Connections Relations and Applications: Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

- Connections and Applications Across Disciplines
- Development of Life Skills and Career Competencies

Physical Education and Health Education

LdVCS’s physical education program emphasizes the development of fundamental locomotor, nonlocomotory and manipulative skills. The movement framework (e.g., body, space, effort and relationship), basic biomechanical and motor learning principles, and elementary game tactics are also part of the content for students. Students practice the fundamental locomotor, nonlocomotory and manipulative skills in a variety of age-appropriate activities. All students use a variety of age-appropriate equipment, so they have multiple opportunities to practice skills. As skill level develops, students begin to understand the relationship between correct technique and practice.

LdVCS’s physical education program also emphasizes the importance of physical activity and personal fitness. Fitness is developed through daily lessons which emphasize physical activity, continuous movement, and challenges that develop the major muscle groups. Students are provided with opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Fifth grade students have their first required experience with the California statewide Physical Fitness Test.

Participation in physical activity is an important venue for the social, psychological, and emotional development of children. Physical education classes provide an ideal setting for students to learn and practice appropriate social interactions, suitable ways to express and control emotions, and desirable personal responsibility skills.¹⁰ Across all grades:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Science

Students at LdVCS successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of the sciences. They develop the skills of a scientist through research and lab opportunities.

¹⁰ (The Physical Education Framework for California Public Schools. Sacramento: California Department of Education, 2008).

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire knowledge of the biological, physical and earth sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students develop the critical thinking skills of science: observing, comparing, organizing, inferring, relating and applying. Our desired outcomes for students from science are an understanding of the process of scientific inquiry, curiosity about the world around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding.

On a regular basis, students write lab reports in relation to their experiments. When appropriate, students also write fictional pieces relating to the scientific topic of study. For example, a first grader studying the butterfly life cycle writes in his/her journal, illustrating and identifying the parts of the insect's body and recording factual observations, and also experiences the creative writing process using butterflies as the main topic.

As outlined in the content standards, when teaching science skills, LdVCS teachers give attention to the following:

Kindergarten

- Properties of materials can be observed, measured, and predicted.
- Different types of plants and animals inhabit the earth.
- Earth is composed of land, air, and water.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Grade One

- Materials come in different forms (states), including solids, liquids, and gases.
- Plants and animals meet their needs in different ways.
- Weather can be observed, measured, and described.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Grade Two

- The motion of objects can be observed and measured.
- Plants and animals have predictable life cycles.
- Earth is made of materials that have distinct properties and provide resources for human activities.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Grade Three

- Energy and matter have multiple forms and can be changed from one form to another.
- Light has a source and travels in a direction.
- Adaptations in physical structure or behavior may improve an organism's chance for survival.
- Objects in the sky move in regular and predictable patterns.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Grade Four

- Electricity and magnetism are related effects that have many useful applications in everyday life.
- All organisms need energy and matter to live and grow.
- Living organisms depend on one another and on their environment for survival.
- The properties of rocks and minerals reflect the processes that formed them.
- Waves, wind, water and ice shape and reshape Earth's land surface.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Grade Five

- Elements and their combinations account for all the varied types of matter in the world.
- Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.
- Water on Earth moves between the oceans and land through the processes of evaporation and condensation.
- Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.
- The solar system consists of planets and other bodies that orbit the Sun in predictable paths.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Grade Six

- Plate tectonics accounts for important features of Earth's surface and major geologic events.
- Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

- Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.
- Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.
- Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
- Sources of energy and materials differ in amounts, distribution, usefulness and the time required for their formation.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Instructional Materials

The table below shows the instructional materials used at LdVCS:

Curriculum	Grades	Subject	Description
Eureka Mathematics	K-6	Math	<p><i>Print Materials:</i> Pre-K-12 print materials including Teacher Editions, Student Workbooks, and more. Spanish language editions available for Grades K-8. New learn, practice, succeed student workbooks (Grades K-6) offer teachers multiple ways to differentiate instruction, provide extra practice, and assess student learning.</p> <p><i>Eureka Digital Suite:</i> Eureka Digital Suite provides you with two exceptional online resources. The Suite includes the Navigator - an interactive digital version of the PreK-12 curriculum, and the Teach Eureka Video Series - on-demand PD videos to accompany the entire curriculum.</p> <p><i>Affirm:</i> Eureka Math Digital Assessments: Affirm is the Eureka Math digital assessment and practice tool that equips educators with a robust database of formative items and analytics tools designed to help teachers track student progress and identify areas of need. The tool also provides students with ample opportunities for extra practice and preparation for standardized assessments taken on the computer.</p>
Reading Plus	3-6	ELA	<p><i>Reading Plus</i> begins with an assessment that measures a student's reading capacity as well as his or her reading efficiency and motivation for reading. This allows for personalized and dynamically adjusted instruction that encourages independence, broadens interests, and builds knowledge. Educators easily monitor progress while using the integrated messaging tool to stay in dialogue with students as they experience the success of meeting individualized goals. The program is specifically designed to support ELs achieve significant reading gains.</p>

Imagine Language & Literacy	K-6	ELA	With <i>Imagine Language & Literacy</i> , every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to the students needs. Over 4,300 engaging activities teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics and fluency.
Lucy Caulkins: Units of Study Reading and Writing	K-6	ELA	The reading units of study help teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help them meet and exceed any set of high standards. The writing units of study help teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help them meet and exceed any set of high standards.
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	K-6	ELA	SIPPS offers a systematic approach to decoding that supports students in developing reading fluency and comprehension. For students who struggle with decoding, SIPPS is used to accelerate students to grade level quickly. Each SIPPS level corresponds to one level in a developmental progression: simple alphabetic, spelling pattern, and polysyllabic/morphemic phases. Daily SIPPS lessons and reading practice in appropriate texts engage students in their own reading processes. SIPPS is used with small groups of students as Tier 2 or Tier 3 intervention.
Imagine Math Facts	K-6	Math	Imagine Math Facts teaches students math facts through a series of powerful, engaging activities on multiplication, division, addition, and subtraction—helping each child quickly gain automaticity and math fluency along with a new interest in math. The curriculum lays the foundation for higher-order thinking; bolsters early problem-solving skills; and builds the foundation for pre-algebra.
TCI: Online Science and Social Studies	K-6	Science Social Studies	<i>Social Studies:</i> Curriculum and on-line resources for teachers to get your students engaged in the history of our country and the world at large with our highly interactive social studies program. The goal is to prepare students to understand the intricacies of the social world and how we got to where we are today as a country. <i>Science:</i> Each and every lesson focuses on at least one Science and Engineering Practice, one Disciplinary Core Idea, and one Crosscutting Concept. Each dimension is selected to support learning as it relates to the Performance Expectation.
Rockalingua	K-6	Spanish	<i>Rockalingua</i> is an online resource to help students learn Spanish. The methodology is effective because the program presents Spanish vocabulary and grammar structures in an engaging way through

			videos, songs, games and worksheets in Spanish. The curriculum is also effective because it promotes repetition by presenting materials in many different formats and helps students develop four basic communications skills: listening, speaking, reading and writing.
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Professional Development Plan

Structured time for professional development and collaboration is built into the calendar through a weekly early dismissal day on Wednesdays. 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. Specific areas of focus include:

- Content, strategies and implementation of the State Standards;
- Collaborative planning on project-based learning, technology and standards-based curriculum; and
- Examining student work.

Staff development topics address the needs of individual students, target groups and the whole school. To build in-house expertise on a variety of topics, funds are allocated in the budget for teachers to attend outside workshops and institutes. Teachers are expected to share knowledge and skills acquired from workshops and institutes with their colleagues.

Professional development opportunities and trainings focus on the following topics including, but not limited to:

- Structured word inquiry
- Reader’s and Writer’s Workshop
- Positive discipline
- Common Core mathematics instruction
- Implementation of Illuminate assessments and data analysis to drive instruction
- ELPAC testing and ELD strategies

Charter School Goals and Actions to Achieve the Eight State Priorities

LdVCS will comply with all requirements pursuant to California Education Code Section 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §Section 52052, for each of the applicable eight (8) state priorities identified in California Education Code §Section 52060(d). See Elements B and C for the schoolwide goals, actions, and measurable outcomes, both schoolwide and for numerically significant student relevant subgroups, and corresponding assessments. LdVCS also complies with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

LdVCS has clearly defined school-wide outcome goals in compliance with California Education Code Sections 47605(b)(5)(B) and 52060(d).

LdVCS pursues the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to State Standards and reflect proficiency measures required by the SBAC, as well as applicable state priorities detailed in California Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 30 pupils, each of whom has a valid test score.
- (ii) For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (Education Code 47607(a)(3)(B) and 52052(a)(3)).

See Appendix D for the Charter School’s 2018-19 LCAP that includes school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the Charter School, and methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in California Education Code Section 52060(d). The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code Section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

Plan for Students Who are Academically Low Achieving

LdVCS aims to accelerate academic achievement for all students. Understanding the importance of providing specialized supports that meet the learning needs of every student, LdVCS uses a variety of methods to identify students’ strengths and weaknesses, including those of at-risk students.

LdVCS maintains an environment fostered by high expectations and rigorous instruction for all students. In order to provide for the academic success of all students, LdVCS implements a variety of supports within the instructional program to meet the different needs of each student.

Identification

Students may be deemed “at risk” if they are displaying any of the following characteristics: 1) standardized test results are below proficient; 2) initial diagnostic assessments indicate skills in math, reading and/or writing are below grade level; 3) student has poor attendance; 4) student is not responding to academic interventions; and 5) student is displaying behavioral issues.

Parental Notification and Involvement

Parents are involved with their students' learning by attending SSTs, volunteering in classrooms, participating in field trips, presenting career information in their classrooms, acting as a resource for projects, reading to students, and other unique ways identified with the instructors. Parents receive weekly updates from teachers, engage in conferences and receive progress reports/report cards throughout the year.

Supports

Students "at-risk" are monitored for academic improvement and provided support from all stakeholders at LdVCS. LdVCS implements several types of response strategies to assist academically low achieving and at-risk students including: Student Support Team, targeted small group instruction, after-school tutoring, and Response to Intervention. Each is described below.

Student Support Team

Any teacher, staff, counselor or other school official who feels a student would benefit from additional support may initiate the Student Support Team (SST). The SST panel consists of at least one teacher of the student, a parent/guardian, and the referred student. The SST meets to discuss the student's academic and social progress, the reasons for referral, discuss possible solutions, and outline a plan for providing additional supports for the student. Parents are also part of the process of creating an academic action plan in order to support the students at home. Identifying and continuous monitoring of student progress by the classroom teacher acts as a support for students who are struggling academically. If the SST interventions used are found insufficient to meet the needs of the student, the student may be referred to the Special Education Individualized Educational Program (IEP) Assessment Team.

Targeted Small Group Instruction

Teachers use whole group, small group and individual instruction to provide students with the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency. Differentiated instruction to meet the needs of a diverse population is standard in all classrooms. Identifying and continuous monitoring of student progress by the classroom teacher helps act as a support for students who are struggling academically.

After School Tutoring

Students who need additional academic supports may need more time to accomplish the curriculum. After school tutoring provided by teachers, staff, and/or volunteers supports LdVCS students by providing one-on-one and small group help. Each teacher in kindergarten through sixth grade holds tutoring sessions after school for one hour to support students one-on-one in areas where they are struggling.

Response to Intervention

LdVCS has developed a clearly structured Response to Intervention (RTI) model that delineates necessary student supports for three levels: Tier 1, Tier 2 and Tier 3. The RTI program

includes universal screening of all students, specific Tier 1 supports that teachers provide within the classroom; targeted Tier 2 supports provided by instructional assistants during the school day along with before and after school tutoring; and Tier 3 support provided by the instructional assistants and intervention teacher.

The RtI program allows students to receive an hour and a half of reading intervention in small groups guided by Instructional Assistants trained in specific techniques, including SIPPS and Reading Plus. The team works in small groups to effectively ensure students are being given instruction at their level. Over the past two years, LdVCS has implemented the RtI program for both ELA and math supports. The program was established based on a close analysis of CAASPP scores (particularly in math) from prior years.

In 2017-18, LdVCS hired and trained four Instructional Assistants to provide response to intervention help. The RtI team meets daily to analyze data, adjust small groups for optimal lesson delivery, and receives professional development from the ELD coordinator to align strategies, perceptions and data to inform instruction.

Summer Intensive Literacy Program

LdVCS offers a five-week summer session for at-risk students. The summer session runs for three hours, five days a week and is structured into two effective teaching sessions. Half of the session is focused on English language arts and the other half on math. Two credentialed LdVCS staff members manage the class.

Plan for Students Who are Academically High Achieving

All students at LdVCS are instructed as high achievers. Teachers use differentiation to challenge and support each student to aim for their personal best, employing a variety of strategies for inspiring and recognizing high achievement including offering alternative "challenge" assignments for reading, writing and problem solving. These assignments are routinely offered to all students to give them the opportunity to gain a deeper understanding of the content while aiming to develop the multiple intelligences identified by Howard Gardner. Any student may pursue any, all or none of these "challenge" assignments. Teachers and staff maintain written records of who undertakes and satisfactorily completes "challenge assignments."

As detailed in the Gifted and Talented Education Program Resource Guide,¹¹ high achieving students may be identified by the following characteristics:

Intellectual ability: A student demonstrates extraordinary or potential for extraordinary intellectual development.

¹¹ California Department of Education. 2005.

Creative ability: A student characteristically perceives unusual relationships among aspects of the pupil's environment and among ideas; overcomes obstacles to thinking and doing; and produces unique solutions to problems.

Specific academic ability: A student functions at highly advanced academic levels in particular subject areas.

Leadership ability: A student displays the characteristic behaviors necessary for extraordinary leadership.

High Achievement: A student consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.

Visual and Performing Arts Talent: A student originates, performs, produces, or responds at extraordinarily high levels in the arts.

Any other category which meets the standards set forth in the Gifted and Talented Education Program Resource Guide.

Plan for English Learners

LdVCS complies with all applicable federal and state mandates regarding English Learner (EL) education and re-designation of ELs. LdVCS shall meet all requirements of applicable federal and state law relative to equal access to the curriculum for English Learners. LdVCS shall meet all applicable legal requirements for English Learners as they pertain to initial identification, placement and services, progress monitoring, annual notification to parents, teacher qualifications and training, classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

LdVCS has developed a five-stage Language Support Program to ensure ELs are developing English as effectively and efficiently as possible. It is expected that students make a minimum gain of one level of proficiency annually. For cases in which students are not making adequate progress, LdVCS implements an Intervention Plan to provide students further assistance in their English language development.

Stage 1: Identification

All students, regardless of race or ethnic background, complete a home language survey. The purpose of the survey is to identify students who speak languages other than English at home. The home language survey is used during the initial enrollment of a child at the Charter School and the results are maintained and honored thereafter. If any of the responses on the survey indicate a language other than English, the student progresses to Stage 2 of the Language Support Program.

Stage 2: Assessment

When the home language survey indicates a student's home language is not English, the student is given the English Language Proficiency Assessments for California (ELPAC). The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

The ELPAC has three purposes:

- To identify students who are limited English proficient.
- To determine the level of English language proficiency of students who are limited English proficient.
- To assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

The ELPAC is used to determine a student's overall English proficiency level (1, 2, 3, or 4) as well as the current English language proficiency levels in the areas of speaking, listening, reading and writing. The ELPAC is administered annually to monitor student English language progress until the student is re-designated. ELPAC results determine whether a student is considered an English Learner or Fluent English Proficient. Any student who is designated an English Learner or Initially Fluent English Proficient (IFEP) progresses to Stage 3.

After the ELPAC is administered, the test is sent to the state for analysis. Once the results have been returned to the Charter School, the Charter School notifies all parents of their child's scores within two weeks of receipt. Parents or guardians are informed of their rights, and are encouraged to participate in the reclassification process.

Stage 3: Placement and Support Strategies

All students identified as English Learners are referred to the English Language Support Team. Using the most current ELPAC scores, the English Language Support Team develops a Personal Language Plan (PLP) for each English Learner at the beginning of the school year. This plan outlines the student English language benchmarks for meeting grade-level English Language Development (ELD) and English Language Arts (ELA) standards.

Annually, the English Language Support Team outlines the California State English-Language Development standards for English Learner students and parents. This helps ensure both students and parents understand the State Standards and the benchmarks. Quarterly, English Language Family Workshops provide parents and students opportunities to learn about available English language resources at the school and/or community and participate in English language development activities. These workshops are provided by LdVCS teachers, staff and community members as a demonstration of our commitment to supporting all English Learners and their families.

LdVCS employs a full-time English Language Development Coordinator. The ELD Coordinator oversees all ELPAC testing including professional development for the staff, instructional aides, and monitors student progress towards reclassification. The EDL Coordinator provides support

for teachers in the classroom through data analysis and restructuring of groups, schedules of intervention times throughout the day, and curriculum resources for lesson delivery. Examples of strategies for teacher support include:

- **Group Work.** This could be through partners or cooperative groups. Group work provides frequent opportunities for students to communicate, to share observations and insights, test hypotheses, and jointly construct knowledge. In this method, students of different linguistic and educational backgrounds and different skill levels work together on a common task for a common goal in either the language or the content classroom. Depending on their language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. The teacher might consider heterogeneously grouping by language for some activities: students can learn both science and English from their peers. Group reports can be helpful as this provides frequent restating and expansion of important concepts.
- **Use of Graphic Organizers.** Graphic organizers are instructional tools that visually organize and present information so that it can be understood, remembered, and applied. Graphs, concept maps, concept webs, KWL charts, tables, maps, flow charts, timelines, and Venn diagrams are used to help students place information in a comprehensible context and make connections between existing knowledge and new concepts to be learned. They enable students to organize information obtained from written or oral texts, develop reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas during the prewriting stage.
- **Activation of Prior Knowledge.** Connect learning objectives to the students' background experiences and knowledge. Students can be expected to share their prior knowledge through short verbal responses or by making a nonverbal choice from pictures or realia. This can be accomplished by asking students what they already know about a subject. It can also be done through discussions, creating visuals like 'semantic webs', language experience stories, or free writing on a topic. The key is to engage students in making connections between what they are learning in class and their own interests and experiences.
- **Use of Academic Language Scaffolding.** Language Scaffolding is a step-by-step process of building students' ability to complete tasks on their own. Students identify science vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.

- **Context Clues through Visual Scaffolding.** The teacher uses concurrent verbal explanation and physical demonstration of directions or concepts by using gestures, visuals, and demonstrations while giving directions. Gestures or actions in addition to graphs, visuals and other props can be used to communicate meanings. The teacher can display drawings or photographs while giving directions or to use as non-linguistic representation of science concepts. Students can respond by physically acting out or visually modeling their responses using gestures or realia.
- **Realia, Manipulatives, and Materials.** Science lessons for ELL students should include activity-based lessons with all students having hands on access to materials. Using concrete objects in the classroom creates cognitive connections with vocabulary, stimulates conversation, and builds background knowledge. The use of realia gives students the opportunity to use all of their senses to learn about a subject. Laboratory equipment, measurement tools, rocks, plants, or any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.
- **Task-based or Experiential Learning.** This provides appropriate contexts for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it.
- **Leveled Questions.** The teacher adapts the level of questions asked to the English Learners' language acquisition stage. Alternatively, the teacher can differentiate student responses, based on language proficiency.
- **Multiple Intelligence Strategies.** The teacher employs instructional techniques that address the multiple intelligences present in each student. Teachers use a myriad of multiple instructional strategies to target the varied intelligences of English Learners. This method allows the student to actively use his/her own personal strengths in order to gain confidence in his/her abilities.
- **Assessing All Students' Performance and Understanding.** Teachers should observe students in the process of accomplishing academic tasks; a form of authentic assessment. Student use of materials can be one indicator of involvement and understanding. When questioning, teachers need to be sure to provide adequate wait time. Teachers should give serious consideration to performance-based assessments for formal evaluation. They might also consider accepting drawings as indicators of learning within a science journal.

Other areas of responsibility include, but are not limited to, CAASPP coordination and support, tier three small group interventions daily across all grade levels, support and resources regarding structured word inquiry approach to teaching ELD, after-school support to parents of

English language learners through professional development, informational classes, and adult acquisition of the English language. The ELD Coordinator supports students after school providing tutoring using the structured word inquiry approach as well as supportive mathematics resources. The ELD Coordinator is also an active member and participant in the English Language Advisory Committee (ELAC). The ELD Coordinator gives a report to the ELAC members updating information and making members aware of important initiatives pertaining to English language development.

LdVCS dedicates one and a half hours per week to targeted English language development instruction. The ELD Coordinator is responsible for all aspects of program monitoring as it relates to our English Language Learners (ELL). Response to Intervention time is implemented and monitored by the ELD Coordinator and used effectively through small group instruction across all grade levels. In 2016, LdVCS staff determined through our data analysis concerns and inconsistency in mathematics for grades 4-6. We noticed that while making strides in ELA on the number of students meeting or exceeding the standards on the CAASPP state testing, our math scores within the same testing measurement remained stagnant and even dropped off for certain demographics. As a result, the staff chose to focus collective response to intervention time for grades 4-6 on mathematics achievement and to increase the frequency of exposure and practice of ELA practice during core subjects such as science, health and social studies. By increasing the amount of exposure to vocabulary, grammar, and sentence structure in the core subjects, LdVCS staff could offer more effective math instruction during RtI time and increase support in mathematics to our students. The process of creating and maintaining the schedule is the responsibility of the ELD coordinator. Creating a schedule to accommodate one and a half hours of push in intervention services across all grade levels and for all students in small groups is a difficult task. Our team of RtI instructional assistants descend upon classrooms, break students up into small learning groups, deliver lessons designed, planned and developed based on assessment data and concise analysis of the data. The RtI team creates small mini-routines inside of the classroom to assist in the development of whole classroom structure. Specifically dictated by the CAASPP student data, we recognized a need in fourth, fifth, and sixth grade in mathematics and implemented time in the instructional day to support students more effectively. The result of reshaping our RtI groups to support math enrichment using Excel math resources as well as Eureka math classroom lessons and activities led to an increase in percentage of students meeting or exceeding the standards according to CAASPP results from 2017 and 2018. Our after school tutoring program also supported students seeking assistance with mathematics. Our ELD Coordinator monitors and supports ELs after school to add another level of support.

LdVCS provides English Learners with a solid foundation in academic language as well as opportunities to develop social language. ELs are immersed in English language mainstream classrooms and receive small group instruction by their classroom teacher or other qualified teacher or staff to develop their English and support their understanding of the curriculum throughout the school day.

LdVCS believes English Learners should not be taught using a watered-down curriculum, but rather an academically challenging one appropriate for the student's grade level. To help English Learners reach their potential, teachers scaffold instruction and teach students comprehension strategies for a more self-directed means of comprehending grade-level curriculum. Other strategies include word study to examine cognates, etymologies, prefixes and suffixes, and spelling patterns. Teachers instruct students how to examine common text structures and use graphic organizers to organize information for better recall and comprehension. Visual representations of key vocabulary and/or realia are also used to help students comprehend new vocabulary. Students are given daily opportunities to use their language in practical situations. As English Learners delve into projects on a particular subject, they develop the categorical vocabulary associated with that topic and the social language needed to work successfully in a collaborative learning setting.

LdVCS believes language is best learned when it is used repeatedly. Our students are expected to regularly share their opinions, ideas and knowledge with their classmates, teachers, the school community and the community-at-large. Through presentations, speeches, book readings, webpages, and other activities, students strive to communicate effectively and thus improve their English language skills. English Learners may be placed into flexible groups based on current language objectives for each student. Student progress is monitored with formative assessments and assessments at the end of project cycles.

LdVCS implements an academic program that delivers high quality instruction designed to meet the language needs of English Learners and provides an English language program that ensures students will meet or exceed the state English Language Development Standards each year.

English Learners must meet state content and performance standards for their respective grade levels in core curricular areas. The English Learner's primary language may be used for clarification and support through materials and/or aides and teachers.

Long Term English Learners (LTEL) are given a thirty-minute structured word inquiry lesson after school with the English language development coordinator. This intervention gives our students an added 2 hours of vocabulary inquiry that we believe has a positive effect on our student's ability to comprehend what they read.

Stage 4: Monitoring

Academic growth must parallel the English language development of each student. Although some students exceed benchmarks, students who fail to meet benchmarks enter into the sequential Intervention Plan described below.

LdVCS monitors student academic progress as indicated by classroom formative and summative assessments, as well as standardized test scores. Overall English language proficiency as well as academic achievement in all content areas is monitored. If academic benchmarks are met, student progress continues to be monitored for four years following Reclassification.

English Learners who are identified as making inadequate academic growth are provided an Intervention Plan using the following procedure:

1. Parent/Teacher Conference. A Parent/Teacher conference with the participation of the English Language Support Team is conducted by the end of the first trimester to discuss the educational needs of the identified English Learner.
2. Personal Language Plan. During an English Language Support Team meeting, the individual English Learner’s English and/or academic needs are examined. Based on the results of the needs assessment (including language and academic history), a Personal Language Plan (PLP) is developed specifying the intervention programs/services and personnel used to assist the individual student in meeting his/her goals. Such intervention may include in-class and/or extended day programs and services.
3. Intervention Program and Progress Monitoring. The identified English Learner is provided with the intervention programs and services as specified in the PLP, and his/her progress is carefully monitored throughout the school year. Adjustments and modifications to the PLP are made when necessary. All records on the student’s progress are kept in their cum files for monitoring purposes.
4. First Year Progress Evaluation. At the end of the first year’s intervention program, the student’s new language assessment data is reviewed by the English Language Support Team and the classroom teacher to assess the student’s growth and the effectiveness of the program for the individual. If the student continues to make inadequate academic growth, a Parent/Teacher conference is conducted with the participation of the English Language Support Team. A new PLP is developed based on the analysis of the student’s needs and the results of the evaluation of the previous intervention programs.
5. Second Year Progress Evaluation. At the end of the second year’s intervention program, the student’s new academic growth data is reviewed by the English Language Support Team and the classroom teacher to assess the student’s growth and the effectiveness. If the student continues to make inadequate academic growth in the second year, he/she will be referred to the Student Support Team (SST) for a more comprehensive examination of his/her needs and program planning. Student’s progress and program effectiveness are then monitored through the SST process.

Stage 5: Reclassification

The timeline presented below is based on research and findings that the average period of time for an English Learner to achieve full English proficiency and grade-level academic performance comparable to that of the native-English speaking students is 5-8 years.

Initial English Language Level	Minimally Developed	Somewhat Developed	Moderately Developed	Well Developed
Years Before RFEP	4 Years	3 Years	2 Years	1 Years

Students may be reclassified from English Learner (EL) to Fluent English Proficient (RFEP) when it can be established that the student has the English language skills to comprehend, speak, read, and write English well enough to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. Reclassification may occur at any time during the school year.

Student reclassification will include:

- Objective assessment of the student's English language proficiency (ELPAC overall English performance level at Moderately Developed or Well Developed).
- Objective data on the student's classroom academic performance (state standardized test results for grades 3-6, DRA for grades 1-2).
- Classroom teacher recommendation based on student's English language proficiency and curriculum mastery.
- Director review and signature.
- Parent signature indicating consultation during a reclassification interview.

Students reclassified to Fluent English Proficient (RFEP) are monitored for two years to assure their continued success at grade level or higher in the core curriculum and in English.

English Learner Advisory Committee

LdVCS has formed an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC to advise the Director and staff on programs and services for English Learners; advise school leadership on the development of the Single Plan for Student Achievement (SPSA); develop the school's needs assessment; implement the school's annual language census; and help make parents aware of the importance of regular school attendance.

The program for EL students is continually assessed to ensure:

- EL students are making strong academic progress as measured by school-based assessments.
- EL students are classified as proficient in English in five to seven years, or less.
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams.
- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students.

If students are not making sufficient academic progress as indicated through ELPAC results and the above data, the ELAC will make recommendations as to how to modify the EL program as needed.

Monitoring and Evaluation of Program Effectiveness

LdVCS evaluates the effectiveness of its education program for ELs by:

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring availability of adequate resources
- Monitoring distance from met data year-over-year on the CAASPP for 3rd through 5th grade ELs

Plan for Economically Disadvantaged Students

We identify students who are socioeconomically disadvantaged/low income through National School Lunch Program applications. We annually survey economically disadvantaged parents for their feedback on our program, what informational topics they might find to be helpful, and how supported they feel. These results help us better understand how to implement stronger supports. With respect to academic needs, economically disadvantaged students are offered the same interventions and strategies that are employed school-wide. In addition, for those whom are underperforming, they are offered supplemental education services in the form of afterschool tutoring. Our community makes strong efforts to provide support by fundraising so that the school can continue to offer discounts or scholarships for enrichment activities or goods (e.g. yearbook, field trips, book fair). This support is provided in a way that protects the students whom are participating in the National School Lunch Program.

Plan for Students with Disabilities

Leonardo da Vinci Health Science Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act (IDEA).

LdVCS is deemed to be a public school of the District for purposes of special education in accordance with Education Code Section 47641(b). A child with disabilities attending LdVCS receives special education instruction and designated instruction and services, provided by the District either in-house or by contract with a qualified third-party in accordance with the Individualized Educational Program (IEP) in the same manner as a child with disabilities who attends another public school within the Chula Vista Elementary School District.

Specifically, the District serves children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEIA 1413(a)(5)]. As long as Leonardo da Vinci Health Sciences Charter School is “a school of the District” for special education purposes, the Charter School will pay the Chula Vista Elementary School District's special education encroachment for each student.

Leonardo da Vinci Health Sciences Charter School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the Chula Vista Elementary School District preceding such plans.

Leonardo da Vinci Health Sciences Charter School has a Memorandum of Understanding (MOU) with the Chula Vista Elementary School District as to how the district provides evaluation and related services (e.g. speech and language, occupational therapy, or physical therapy) that could include third party service providers.

Staffing

All special education services at LdVCS will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. LdVCS staff shall participate in all mandatory District in-service training relating to special education.

The District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs LdVCS that current District practice is for the individual school sites to hire site special education staff or the District and LdVCS agree that the Charter School must hire on-site special education staff. In that instance, LdVCS shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by LdVCS (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to LdVCS students, including but not limited to: speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

LdVCS shall follow District policies as they apply to all District schools for responding to implementation of special education services. LdVCS will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

LdVCS shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. LdVCS shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

State law emphasizes that a student is to be referred for special education instruction and services only after the resources of the general education program have been considered and,

where appropriate, utilized. At Leonardo da Vinci Health Sciences Charter School, this pre-referral requirement is met through the Student Support Team (SST) process.

Student Support Teams (SST) are typically composed of parents, a school administrator, the student's general class teachers, and may also include a school psychologist, speech therapist, and/or resource specialist. During the SST meeting, members review the student's educational strengths, areas of concern, and previous interventions that have been attempted. Members discuss possible programs and interventions to meet the student's needs and an action plan is developed. One of the many possible recommendations from the SST may be a referral for a 504 Plan if a handicapping condition exists. If more intense services are needed, the SST team may make a direct referral for a special education assessment.

LdVCS shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. LdVCS will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. Students can be referred for special education services by parents, the school's Student Support Team (SST), individual school personnel (teachers, counselors, and administrators), or other agencies and professionals.

LdVCS will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The District will ensure that LdVCS is provided with notification and relevant files of all students who have an existing IEP and who are transferring to LdVCS from a District school. The District shall have unfettered access to all LdVCS student records and information in order to serve all of the Charter School's students' special needs.

In the event that LdVCS receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Once a referral for special education is made, the request (which may be verbal or written) will be communicated to the appropriate school psychologist who serves as the initial case manager.

Upon receiving a referral for special education assessment, the school psychologist notifies the parents that their student has been referred and the reasons why the referral was made.

The school psychologist has fifteen calendar days in which to send the parent a written evaluation plan and related documents including:

- Notice of Referral – stating the reason for the referral and who made the referral.
- Evaluation Plan – which specifies the area to be assessed, the educational personnel who will be conducting the evaluation, and the procedures and tests to be utilized.
- Notice of Procedural Safeguards

- Developmental History – which provides parents with an opportunity to share with the assessment team relevant background information about the student as well as parental viewpoints and concerns.

After the parent completes the forms and returns the signed Evaluation Plan authorizing the assessment to the school psychologist, the assessment team has 60 calendar days in which to conduct the evaluation and hold the individualized Educational Program (IEP) team meeting.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District’s general practice and procedure and applicable law. LdVCS shall work in collaboration with the District to obtain parent/guardian consent to assess students. LdVCS shall not conduct special education assessments unless directed by the District.

The Chula Vista Elementary School personnel on the assessment team for an initial special education evaluation will consist of the:

- School psychologist
- Special education teacher
- School nurse
- Other specialists when appropriate (such as the speech and language pathologist, etc).

In conducting the evaluation, the assessment team gathers information from the parent, school records, the student’s teachers and other school personnel as needed. In addition, the assessment team may consider, when authorized by the parent, information from community agencies and other professionals.

Parents play an important role in the evaluation process by providing information about the student through interviews and questionnaires. If desired, parents can furnish the assessment team with reports and evaluations conducted by private agencies and professionals.

IEP Meetings

The District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. LdVCS shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and LdVCS: the Director and/or the designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other LdVCS representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to: an appropriate administrator to comply with the requirements of the IDEA, a

speech therapist, psychologist, resource specialist, and/or behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be at the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible LdVCS students in accordance with the policies, procedures and requirements of the District and of the SELPA and state and federal law.

LdVCS shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. LdVCS shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and LdVCS will be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, LdVCS shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. LdVCS shall be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. LdVCS shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including, but not limited to: adequate notification of student progress and immediate notification of any considered discipline of special education students. In such matters, LdVCS will notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

Students transferring into Leonardo da Vinci Health Sciences Charter School who were receiving special education in their previous school can continue to receive the special education services outlined in their existing Individualized Education Program (IEP) at Leonardo da Vinci Health Sciences Charter School on a 30-day "interim placement" basis.

Before a transfer student can receive special education services on an interim placement basis, a school psychologist will:

- Verify the special education program and services the student was receiving in the previous school.
- Provide parents with a copy of their special education parental right and procedural safeguards.

- Obtain parent written approval of an Interim Placement that specifies the proposed special education program and services to be provided to LdVCS during the 30-day interim placement.

During the 30-calendar day interim special education placement, a school psychologist will coordinate a review process that consists of the IEP team members to:

- Obtain and review relevant educational documents from the student’s previous school (e.g., copies of the existing IEP and most recent assessment reports, transcript, etc.).
- Determine if additional data is needed to assist the IEP team in evaluating the appropriateness of the student’s IEP.
- Develop an Evaluation Plan if additional data assessment data is needed and then pursuing parent written approval of the plan.
- Collect any needed additional assessment data and summarize the results in a written report.

Before the expiration of the 30-day period, the IEP team will review the interim student’s placement. The team will use information, records, and reports from the previous school district as well as any additional assessment data that was collected during the interim placement. The team will prepare an IEP to meet the educational needs of the student.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. LdVCS shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. LdVCS shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to LdVCS and no student shall be denied admission nor counseled out of LdVCS due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

LdVCS shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. LdVCS shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. LdVCS shall immediately notify the District of any concerns raised by parents. In addition, LdVCS and the District shall immediately bring to the other’s attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District’s designated representative, in consultation with the Charter School’s designated

representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. LdVCS shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

LdVCS and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and LdVCS shall comply with the District's decision.

LdVCS and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in LdVCS if the District determines such action is legally necessary or advisable. LdVCS agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and LdVCS shall work together to defend the case. In the event that the District determines that legal representation is needed, LdVCS agrees that it shall be jointly represented by legal counsel of the District's choosing.

LdVCS understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any LdVCS student necessary to protect its rights.

SELPA Representation

The District shall represent LdVCS at all SELPA meetings and report to LdVCS of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The District shall retain all state and federal special education funding allocated for LdVCS students through the SELPA Annual Budget Plan and shall be entitled to count the Charter School's students as its own for all such purposes.

The Parties acknowledge that the District may be required to pay for or provide LdVCS students with placements at locations other than at the Charter School site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public-school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from LdVCS the pro rata share of all funding received for

such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the LdVCS site.

LdVCS shall contribute its fair share to offset special education's encroachment upon the District's general fund.

Professional Development

The Director, teaching staff, and other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District and/or SELPA.

So long as LdVCS operates as a "school of the district" for special education purposes, the District agrees to allow LdVCS staff access to all Special Education related professional development opportunities that are available to other employees of the District.

LdVCS will also seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

Leonardo da Vinci Health Sciences Charter School is solely responsible for its compliance with Section 504 and the ADA. All facilities of Leonardo da Vinci Health Sciences Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Leonardo da Vinci Health Sciences Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of LdVCS. Any student who has an objectively identified disability, which substantially limits a major life activity, such as learning, is eligible for accommodation by Leonardo da Vinci Health Sciences Charter School and shall be accommodated.

A 504 team will be assembled by a site administrator or designee and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504.

The 504 team will evaluate the nature of the student's disability and the impact upon the student's education shall carry out the student evaluation. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, the 504 team will make a referral for special education assessment.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education (FAPE) and shall develop a 504 plan. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the Charter School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. A site administrator or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the 504 Plan, continued eligibility or readiness to discontinue the 504 Plan.

Element B: Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

LdVCS believes that, given the proper levels of support and encouragement, all students have the intrinsic capacity to continuously progress through ever-increasing levels of academic performance and achievement, regardless of English language proficiency, cultural background, race, or socioeconomic status. See Appendix D for the Charter School’s 2018-19 LCAP which provides a detailed description of the school’s student outcomes as they relate to each of the eight state priorities. Pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the Charter School.

Schoolwide Outcomes

LdVCS complies with all state assessment and accountability requirements applicable to charter schools for pupil achievement, as measured by all of the following, as applicable: CAASPP statewide assessment, the California School Dashboard, the percentage of ELs who make progress toward English language proficiency as measured by the ELPAC, and EL reclassification rates.

LdVCS prepares students for taking all state-mandated standardized tests through its innovative and comprehensive educational program. Teachers design their daily lessons, unit plans, and assessments around the essential content standards and the knowledge, skills, and support reasoning embedded in the State Standards. Subjects are taught using curricular resources, materials, and assessments that are aligned to effective teaching of these standards. In addition, the Charter School’s innovative educational program (i.e. the curriculum, lessons, projects, and activities) serves to enrich the concepts reflected in the content standards assessed by the CAASPP.

In addition to state assessment and accountability requirements, Leonardo da Vinci Health Sciences Charter School also utilizes alternative assessment, authentic assessment, and portfolio assessment, allowing students to complete or demonstrate learning in real-life context.

Performance on LCAP Measurable Pupil Outcomes

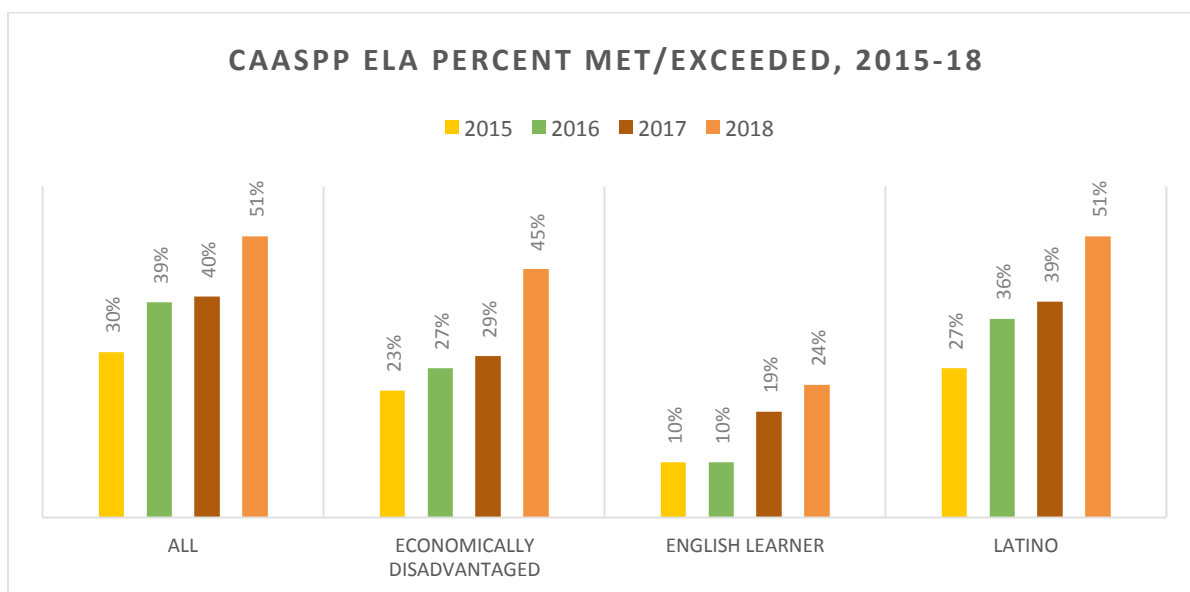
The LdVCS 2018-19 LCAP describes several specific goals and outcomes related to student achievement. Following is a description of each goal including the specific metrics being tracked and data in support of the Charter School’s outcomes.

LCAP Goal: Schoolwide and all groups of students will show measurable progress toward mastery of state content standards, including the Common Core State Standards, as adopted by the State Board of Education applicable to charter schools.

The Charter School measures progress toward this goal by tracking the following metrics:

- At least 5% increase of percentage met/exceeded in CAASPP ELA and math results
- At least 70% of all students will be at expected DRA level
- At least 70% of all students will be at grade level or above for writing

The chart below shows the percent of students that met or exceeded standards in ELA for 2015 through 2018. Results show that schoolwide and all three significant subgroups demonstrate growth over the four-year period. As show below, all students and all three subgroups increased by at least 10% over the period.

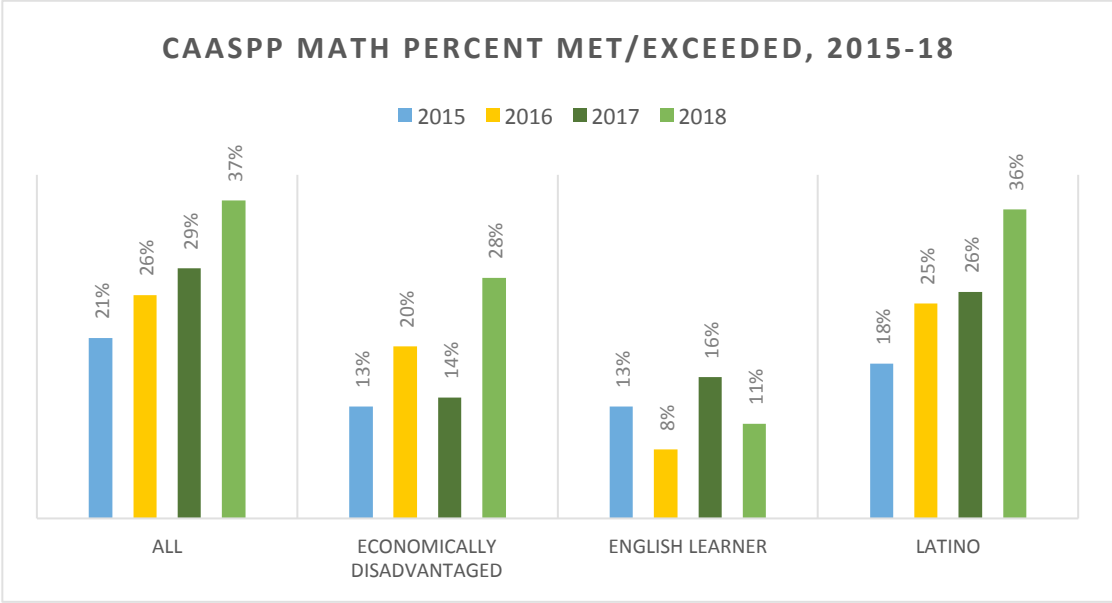


As illustrated above Latino students showed the most growth over the period with 24% more students meeting or exceeding ELA standards. Economically disadvantaged student growth was close behind, with 22% growth over the period.

The table below shows the annual percentage increase for all students and subgroups by year. The green highlights represent growth of 5% or more from the previous year.

ELA % Increase Met/Exceeded	2016	2017	2018
All Students	9%	1%	11%
Economically Disadvantaged	4%	2%	16%
English Learner	0%	9%	5%
Hispanic	9%	3%	12%

The chart below shows the percent of students that met or exceeded standards in math for 2015 through 2018. Results show that schoolwide and economically disadvantaged and Latino students demonstrate significant growth over the four-year period. As show below, all students and two subgroups (economically disadvantaged and Latino students) increased by at least 15% over the period.



The chart above again demonstrates somewhat inconsistent performance for English Learners. This data was crucial in informing and designing the Charter School’s Response to Intervention program for this important student population.

The table below shows the annual percentage increase for all students and subgroups by year. The green highlights represent growth of 5% or more from the previous year.

Math % Increase Met/Exceeded	2016	2017	2018
All Students	5%	3%	8%
Economically Disadvantaged	7%	-7%	14%
English Learner	-5%	8%	-5%
Latino	7%	1%	18%

LCAP Goal: Address and meet the needs of EL students, ensuring LdVCS has the resources, strategies and interventions in place to meet their specific needs.

The Charter School measures progress toward this goal by tracking the following outcomes:

- At least 60% of EL students will increase by at least one English proficiency level
- Reclassify at least 17% of ELs as English proficient

The table below demonstrates that LdVCS met its English Learner Progress Indicator goal each year for the past three years.

EL Progress Indicator	2015	2016	2017
	69%	62%	67%

Leonardo da Vinci Health Sciences Charter School provides English Learners with a solid foundation in academic language as well as opportunities to develop social language. Leonardo da Vinci Health Sciences Charter School English Learners are immersed in English language mainstream classrooms and receive small group instruction by their classroom teacher and response to intervention instructional assistants to develop their English and support their understanding of the curriculum throughout the school day. In helping English Learners reach their potential, LdVCS teachers scaffold instruction and teach students comprehension strategies for a more self-directed means of comprehending grade-level curriculum. Other strategies include word study, specifically structured word inquiry, to examine cognates, etymologies, prefixes and suffixes, and spelling patterns. Teachers instruct students how to examine common text structures and use graphic organizers to organize information for better recall and comprehension. Visual representations of key vocabulary and/or realia are also used to help students comprehend new vocabulary. Students are given daily opportunities to use their language in practical situations. As English Learners delve into projects on a particular subject, they develop the categorical vocabulary associated with that topic and the social language needed to work successfully in a collaborative learning setting. This consistent and organized plan of instruction is paramount in the success of English language learners at LdVCS.

EL Reclassification Rate	2016	2017	2018
	12.7%	9.4%	13%

LCAP Goal: *Students will attain the healthy fitness zone on at least five components of the Fitness Gram and complete a one-mile run in less than ten minutes.*

The Charter School measures progress toward this goal by tracking the following outcomes:

- At least 70% of students in grades 4-6 attain healthy fitness zones on at least five components of the Fitness Gram
- At least 60% of students in grades 4-6 complete a one-mile run in under 10 minutes

Healthy fitness zones	2015-16	2016-17	2017-18
	63%	72%	73%

One-mile run	2015-16	2016-17	2017-18
	57%	54%	63%

One hour of daily exercise and movement can lead to healthy habits for all individuals. According to the Centers for Disease Control and Prevention (www.cdc.gov), children and adolescents should have one hour or more of physical activity each day to preserve a healthy lifestyle. At LdVCS, students value the opportunity to compete daily through physical education classes, our own running club, flag football and soccer. Each student at LdVCS receives twenty minutes of physical activity during their forty-minute lunch recess. Students begin with eating a healthy lunch for the first twenty minutes and then have the opportunity for outdoor activities during unobstructed playtime. Activities include four square, soccer, and running laps on the grass field. During the final hours of the school day, each student receives fifteen minutes of unobstructed playtime similar to lunch recess. Students participate in their activity of choice during this afternoon recess time. LdVCS offers one hour and five minutes of physical activity opportunity for each student everyday. This physical activity has led to a decrease in suspensions, out of class referrals and puts students in a position to succeed by keeping them in the classroom where learning best occurs.

The LdVCS structure of a physically active lifestyle on campus enhances the student experience at through improved concentration in class, heightened critical thinking skills, competing with honor, and creates healthy exercise and eating habits. Over a three-year period, we can see a 6% increase in the percentage of students completing the one-mile run in less than ten minutes. We have also noticed increased attendance at our Run Club events such as the Chollas Creek 5K.

LdVCS acknowledges that health problems transcend national borders, gender, and age groups. Staff at LdVCS strives to model healthy habits daily through demonstrating a healthy lifestyle choice for students to follow. LdVCS teachers drink water with students to teach the value of hydration. With the increased demand of outdoor physical activities at LdVCS on a daily basis, it is important to also teach healthy eating and water drinking habits fuel the body properly for this level of activity. We not only want our students to be aware of and take an active role in improving their own health, but to also have an awareness and empathy for other who have health issues in their community, nation, and world. Our students will be aware of global health issues and will also be aware of strategies to combat this issue. Childhood obesity is on the rise, as are diabetes, high blood pressure, and high cholesterol among children. We intend to provide a way for students to learn how to combat this issue for the remainder of their lives.

For most children, the cause of obesity is eating too much and exercising too little. As a preventative measure, our program emphasizes healthy living, including physical fitness, nutrition, and disease prevention. Along with daily physical education, after school sports and activities, as well as a healthy diet are all contributing factors to the athletic ability of LdVCS students.

Element C: Methods of Assessment of Student Outcomes

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

State Assessments

LdVCS adheres to all state testing requirements, including provisions of AB 484/2012 and any revisions of the Education Code that apply to charter schools. The Director serves as the testing coordinator to manage the assessment processes. The statewide testing program currently centers on the CAASPP conducted each spring, and the ELPAC administered at the start of the school year.

CAASPP measures student proficiency relative to State Standards, including Common Core State Standards as adopted by California. LdVCS analyzes the CAASPP results to determine the effectiveness of the curriculum and instruction in addressing State Standards, to guide modifications to the curriculum and instruction to better integrate State Standards, and to evaluate the progress of each student relative to State Standards.

School Based Assessments

LdVCS believes that assessments in the academic program should be designed to specifically measure student attainment of the knowledge, skills, and reasoning embedded in the State Standards. LdVCS measures students’ progress towards achieving and exceeding standards-based learning outcomes and the subject matter competencies described in Element 2 of this charter in a variety of ways including, but not limited to:

- State mandated standardized tests including CAASPP, CAST, ELPAC and the California Physical Fitness Test
- Illuminate DnA
- Formative assessments
- Student self-assessments
- Portfolios
- Reflective journals
- Project rubrics
- Student-led conferences
- Presentation Protocol
- Student technology benchmarks
- FitnessGram results
- Exhibitions

Assessment Methods

The following section discusses the formative and summative assessment methods used in measuring student academic achievement at LdVCS.

Portfolios are an on-going assessment designed to reinforce the concepts of self-evaluation and

goal setting. A portfolio is a collection of student work gathered over a period of time for the purpose of demonstrating learning and measuring growth. Portfolios contain work selected by both the student and teacher, and students reflect upon and assess their own progress and identify areas of strength as well as areas that require improvement.

Reflective Journals are a weekly opportunity for students to evaluate and maintain a written record of their progress. At the close of each week, students consider and respond to questions such as: (1) What did you learn this week? (2) What are you proud of? (3) What is something that challenged you or that you need help with? When answering each question, students explain and provide examples that support their reasoning, then set a goal for the next week. Goals are personal and can be academic, behavioral, physical or artistic. Students then create a plan to meet this goal and determine a timeline on which to work, and finally evaluate whether or not they met their goal and how to proceed next.

Rubrics define the criteria and standards by which a product, performance or demonstration is developed and assessed. These criteria can be teacher-generated, but the most powerful use of rubrics are those developed with students. This requires the student to articulate and agree upon the most important aspects of their learning prior to beginning a task. Therefore, they are able to focus on and strive toward the desired goal because they know what is expected of them. The responsibility is put into the hands of the students as they assess themselves and, in the end, they are able to clearly see and understand what they have done well and where they need to improve. Student-generated rubrics, guided by the teacher, increase levels of learning and raise the quality of achievement. Rubrics can be generated for specific projects or standardized and used throughout the year to show growth.

Student-led conferences empower students and help establish effective communication between students, parents and teachers. During these conferences, students are responsible for sharing their academic progress by presenting their portfolios and demonstrating skills. Students evaluate their progress and set goals for themselves that allow them to accept responsibility for their learning and become accountable for their progress.

Presentation Protocol is a formal method of exhibiting student work which requires students to present their learning product and articulate the process by which it was completed. The presentation protocol includes self-reflection on three essential questions: (1) What did you learn? (2) How did you learn it? (3) How will you use what you learned in the future? Student presenters receive feedback from the teacher, adult audience members, and their peers. The meta-cognition of their learning process is essential for students to improve their project-based learning skills. Giving and receiving feedback from peers contributes to the collegial atmosphere of shared purpose among the learning community that includes children and adults.

Student Technology Benchmarks, in accordance with the International Society for Technology in Education (ISTE) standards for student and teacher competencies, are assessed annually through inquiry driven, project-based products of learning. The technology benchmarks assess

age-appropriate technology skills through student-created, cross-curricular research projects, beginning with accessing the network and typing sentences in Kindergarten, progressing to creating PowerPoint presentations in fourth grade, and creating multimedia projects and web pages in fifth and sixth grade.

FitnessGram fitness testing is completed by all grade levels each year, further emphasizing the importance and value in physical activity and personal fitness. Fifth grade students have their first required experience with the California Physical Fitness Test.

Exhibitions are a student led, year-end celebration of learning to showcase the achievements of each class in pursuit of the Charter School's program goals.

Use and Reporting of Data

LdVCS teachers and staff use formal and informal assessment data to design instruction, plan student assistance, and guide professional development. Teachers and staff conduct formative assessments to measure the progress students are making toward standards-based proficiency in core content classes. Through regular collaborative planning time, teachers and staff analyze student work to inform next steps in their instructional practice.

Continuous assessment is a combination of standardized, authentic and performance-based measures used to analyze trends in student learning. Gathering and analyzing of various student achievement data including, but not limited to, state testing results, classroom evaluations, reading and writing assessments, math assessments, graded rubrics and portfolios allows staff to monitor and improve the Charter School's educational program. Student data is collected through the use of a school-wide database.

During monthly collaborative analysis of student work, teachers reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and set new goals for student achievement. Additionally, the review of the performance of at-risk and low achieving students is ongoing throughout the year. Using this data, the SST may be convened to provide support to these students by creating an assistance plan.

LdVCS involves parents in the planning of the school program through participation in Board of Trustees meetings, governance structure, parent information meetings, and parent conferences. LdVCS consults with teachers, other school personnel, parents and students in developing its annual LCAP update. Parents receive data on student achievement when they meet with their child's teacher during parent conferences and during reporting periods. Parents receive reports on state testing by mail. The School Accountability Report Card (SARC) is published annually prior to the deadline.

Element D: Governance Structure

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D)

Non-Profit Public Benefit Corporation

Leonardo da Vinci Health Sciences Charter School is a California non-profit public benefit corporation pursuant to California law with 501(c)(3) tax-exempt status. LdVCS is governed pursuant to its adopted bylaws, which are subsequently amended from time to time in a manner consistent with this charter.

Attached as Appendix E are the Charter School’s Articles of Incorporation, Bylaws and Conflict of Interest Code.

Teachers, staff, parents, and community stakeholders serve as members of the Leonardo da Vinci Health Sciences Charter governance structure. School-wide announcements of meetings, posting of minutes, emails, community forums, and other methods are used to increase the importance of serving as a member within the Charter School’s governance structure.

The governance structure has been developed to ensure that:

- The mission and vision of the Charter School is upheld.
- The interests of all teachers, staff, parents and students are represented when making decisions to achieve the goals of the charter.
- The overall organization at the Charter School is focused on student achievement.
- An operational business plan that focuses on student achievement and financial viability is developed and monitored.
- The Charter School’s budget is monitored and remains solvent.
- All stakeholders have the opportunity for representation, input and shared responsibility.
- Cooperative decision-making includes parents, community members and staff members.
- The Charter School program is effective and accountable.
- Robert’s Rules of Order govern meetings.
- All teachers and staff are accountable for the success of their students and the success of their colleagues.

Board of Trustees

LdVCS is governed by a corporate Board of Trustees (Board or Board of Trustees) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

As described in the bylaws, the number of trustees shall be eight and not more than fourteen, with the exact number to be fixed within these limits by approval of the Board. The Director of the Leonardo da Vinci Health Sciences Charter School serves as an advisor to the Board of Trustees. The Board of Trustees is comprised of the following members:

- Two full-time certificated or classified employees of Leonardo da Vinci Health Sciences Charter School
- Three parents of Leonardo da Vinci Health Sciences Charter School’s students
- Four community members

Should the District decide to exercise its right to place a representative on the LdVCS Board of Trustees in accordance with Education Code section 47604(b), the Board of Trustees may be increased by an additional member if needed to maintain an odd number of voting members.

The Board of Trustees will exercise reasonable care, skill, and diligence, and will have legal and fiduciary responsibility for the well-being of Leonardo da Vinci Health Sciences Charter School.

Board Qualifications

Board of Trustee members are selected with skills and experience to meet their responsibilities by a majority vote of the standing Board through a nomination process. Members are elected annually and serve a two-year term.

The Board of Trustees selects a chairperson, recording secretary and treasurer from its membership.

The duties of the chairperson include:

- Responsible to the Board of Trustees for all Charter School operational issues.
- Advisor to the Board of Trustees on all significant matters of the Charter School’s business.
- Oversight and implementation of all orders and resolution of the Board of Trustees.
- Represent the Charter School within the boundaries of policies and purposes established.
- Update and inform Board of staff performance as related to program objectives.
- Develop Board of Trustees meeting agendas in conjunction with the Director in compliance with the Brown Act.

The duties of the Secretary include:

- Recording of minutes and proper noticing for all meetings in compliance with the Brown Act.

The duties of the Treasurer include:

- Oversight of all books and records of accounts and business transactions.
- Oversight of all deposits and disbursements of money and valuables.
- Oversight of formation and function of annual audit committee findings and reporting.
- Liaison to the Board on issues related to fiscal matters.

Nominations for incoming Board of Trustees members will be accepted no later than the March Board of Trustees meeting each year. Nominations to serve on the Board of Trustees will be accepted from parents, staff and local community leaders. Candidates need to submit a

biography and resume outlining the skills and qualifications necessary to serve on the Board of Trustees.

Interviews for potential Board of Trustees Members are conducted during the April Board of Trustees meeting each year. Interviews conducted by the Board of Trustees will commence following public comments from those in attendance. The Board then votes on the candidate(s) to be selected. The Board of Trustees first vote for the community member's seat(s); second, the parent seat(s); and third, the teacher and/or staff member seat(s).

Current Board Members

See Appendix F for a list of current board members and their brief bios.

Conflict of Interest

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, which shall be updated with any charter school specific conflict of interest laws or regulations.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which the Charter School was established.

Meetings

The Board of Trustees meets once a month and in accordance with the Brown Act. Board meetings are held on the third Thursday of each month at the school facility. The agenda for the Board meeting is posted according to the Brown Act, including postings online under the Governance Section of the LdVCS website. Parents are welcome to attend Board meetings and voice their concerns and opinions during the Open Session of the meeting.

Board Roles and Responsibilities

The responsibilities of the LdVCS Board of Trustees include, but are not limited to the following:

- Uphold the vision of the Charter School.
- Oversee the implementation of the Charter School's charter.
- Approve and monitor the budget and the Charter School's fiscal practices including receipt of grants and donations.
- Develop and monitor an operational business plan that focuses on student achievement and financial viability.
- Monitor the implementation of school-wide discipline and attendance trends.
- Pursue partnerships, donations and grant opportunities for the Charter School.
- Create external or sub-committees as needed.
- Provide input regarding issues of importance to the school including interviewing panels, partnerships, teacher and staff evaluation process, best practices for learning, and approving the use of categorical funding.
- Approve all operational policies as well as work with the Charter School's teachers and staff to implement such policies.

- Provide oversight of instructional programs and materials.
- Approve personnel policies.
- Hire, supervise and evaluate the Director.
- Appoint a subcommittee to interview and hire prospective employees.
- Approve and monitor management of the Charter School's liabilities, insurance, health and safety.
- Approve and have oversight of student and parent policies including but not limited to recruitment of teachers, staff, admissions and disciplinary policies including suspension and expulsion.
- Approve all major non-emergency operational contracts/expenses over \$10,000 and all capital expenses over \$50,000.
- Receive and review quarterly financial reports and the yearly financial audit.
- Coordinate the efforts of the Governance Committees.
- Participate in the dispute-resolution procedures and complaint procedures when necessary.
- Determine site policy.
- Approve the annual budget.
- Provide input on school calendar decisions.
- Participate in Categorical Program Monitoring (CPM).
- Adopt the Local Control Accountability Plan (LCAP).

The Board of Trustees may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of LdVCS any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of the Board members present provided that a quorum has been established.

Board Development

Leonardo da Vinci Health Sciences Charter School's Board of Trustees allocates time and resources for board development and training to include, but not limited to, the following:

- Individual Board members attend leadership workshops and coach the board on best practices.
- Board members receive annual training in the Ralph M. Brown Act.
- Board members receive training in educating the target student population.

- Board members reference legal counsel for guidelines as needed.
- Board members establish committees to provide informational support.

Governance Committees

Teachers, staff, parents and community stakeholders serve as members on the Charter School's three governance committees: Audit/Budget, Curriculum and Assessment, and Partnership. The term of membership on a Board committee is one year. At the beginning of the school year, parents and community stakeholders have the opportunity to serve on a Governance Committee for the duration of the school year. Each teacher at the Charter School is required to participate on one of the committees.

Each committee selects a chairperson and recording secretary from its membership at the first meeting of the school year. The committee selects officers and submits the names to the Director, who then notify the Board of Trustees of the selected officers during the next scheduled Board of Trustees meeting. All governance committee meetings are open to the public and held in accordance with the terms of the Brown Act.

1. Audit/Budget Committee

The Audit/Budget Committee ensures fiscally responsible decisions are made in the best interest of the Charter School.

The Audit/Budget Committee is comprised of:

- The Director
- At least one full-time certificated employee from both primary and upper grade levels
- Parents of Leonardo da Vinci Health Sciences Charter School's students
- Community members

The responsibilities of the Audit/Budget Committee include, but are not limited to the following:

- Develop an annual and long-term spending plan.
- Monitor and report expenditures to the Board of Trustees.
- Review services provided by the District and other vendors.
- Maintain an adequate reserve for future economic uncertainties.
- Recommend an appropriate cost of living adjustment (COLA) when funds are available.
- Present input from working committees on preliminary budget allocations to the Board of Trustees.
- Survey teachers and staff periodically to determine their needs and priorities.
- Explore the creation of a Leonardo da Vinci Health Sciences Charter School Foundation.
- Select an independent auditor.
- Monitor compliance of special fund expenditures.
- Participate in Categorical Program Monitoring (CPM).

The Audit/Budget Committee recommends an independent auditor to the Board of Trustees, who then approves the selection. The audit verifies the accuracy of the Charter School's

financial statements, revenue-related data collection and reporting practices, and reviews the school's internal controls.

2. Curriculum and Assessment Committee

The Curriculum and Assessment Committee is comprised of teachers, staff, parents, and community stakeholders to make decisions on the implementation of the school's curriculum and assessment practices. The committee advises the Charter School on expenditures to support the teaching and learning process.

The Curriculum and Assessment Committee is comprised of:

- At least two full-time certificated employees from both primary and upper grade levels
- Parents of the Charter School's students and community members

The responsibilities of the Curriculum and Assessment Committee include, but are not limited to the following:

- Research, review and discuss current instructional strategies and supervise the adoption of instructional strategies and materials in all curricular areas based on the best interest of the Charter School.
- Lead and/or train teachers on protocols to examine student work and use what is learned about students through their work to inform next steps in instruction.
- Interpret and analyze data to organize and coordinate efforts for increased student achievement.
- Support the implementation of instructional strategies and materials in all curricular areas.
- Supply appropriate materials for improving instruction of all students.
- Align curriculum and assessment by coordinating standardized testing and the development and implementation of state, district and school standards.
- Schedule the Safe School and Disaster Preparedness Programs.
- Provide guidance in the gathering and interpretation of statistical data to inform and improve instruction.
- Provide guidance to the elementary school foreign language program.
- Provide guidance to programs for students with special needs including SDC, RSP, GATE and LSH.
- Plan staff development activities to insure the implementation of the learning goals for the Charter School.
- Evaluate and foster the further development of the Everyone A Reader Program, Extended Day Program, Saturday Scholars or other similar programs.
- Participate in Categorical Program Monitoring (CPM).

3. Partnership Committee

The Partnership Committee is comprised of teachers, staff, parents and community stakeholders to develop strategies for establishing partnerships with health care educators and practitioners in higher education and private industry to support the goals of the Charter School.

The Partnership Committee is comprised of:

- At least two full-time certificated employees from both primary and upper grade levels
- Parents of Leonardo da Vinci Health Sciences Charter School's students
- Community members

The responsibilities of the Partnership Committee include, but are not limited to the following:

- Maintain outstanding working relationships with currently established partnerships.
- Pursue partnerships, donations, and grant opportunities for the Charter School.
- Schedule the distribution of the Home and School Commitment Contract.
- Coordinate service projects that allow the Charter School students, teachers and staff to give back to the community.
- Research and implement programs, incentives and events that develop a strong sense of community for the Charter School.
- Coordinate participation of business partners and student mentors.
- Coordinate the school assembly and visiting artists programs.
- Oversee the approval, scheduling and monitoring of the school volunteer program and all programs concerned with student health, safety and nutrition.
- Set school-wide calendar to schedule events including but not limited to: Back-to-School Night, Educational Summit, Red Ribbon Week, conferences, modified days for student-led conferences, professional development sessions, before and after school programs, breakfast and lunch programs, and report card distributions.
- Identify a classroom parent representative for each classroom.
- Implement strategies to increase parental and community involvement in the Charter School.
- Participate in Categorical Program Monitoring (CPM).

The governance committees meet once per month during the school year, with the exception of July and August.

A representative of the Audit/Budget Committee, Curriculum and Assessment Committee, and the Partnership Committee meet with the Director to plan the following year's calendar of events including, but not limited to:

- Coordinate the scheduling of all extracurricular activities.
- Supervise and schedule the conducting of fundraisers.
- Coordinate events of student organizations such as Student Council, Peace Patrol, and School Safety Patrol.
- Coordinate overnight study trips and sixth grade camp.

Community Involvement

Beyond participation in the governance structure of the Charter School, LdVCS engages parents, teachers, staff and community stakeholders during periodic meetings to advise on the operations of the Charter School program. The Charter School schedules a minimum of two

Parent Information Evenings and two Parent Workshops annually, where parents learn strategies to support their child's success.

For example, LdVCS established the Parent Institute for Quality Education in 2017-18, which provided parent workshops over a 9-week period. Parent meetings took place to inform families about the Local Control Accountability Plan (LCAP), finance items in the budget, monthly business and school information disseminated during the Board of Trustees meetings, and three different discussions with the Principal where educational information was discussed.

Element E: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." Ed. Code § 47605(b)(5)(E).

Assurances

In accordance with Education Code 47605(d)(1), LdVCS is nonsectarian in its employment practices and all other operations. LdVCS does not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics), or any other characteristic prohibited by state or federal law.

The Charter School complies with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director shall monitor compliance with this policy and report to the Board of Trustees on a regular basis. The Board President shall monitor fingerprinting and background clearance of the Director. Employees are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and at least once each four years thereafter, as required by Education Code Section 49406. Employees must furnish all documents establishing legal employment status.

LdVCS complies with the provisions of ESSA as they apply to certificated and paraprofessional employees of charter schools. The Charter School employs or retains teachers who hold Commission on Teacher Credentialing certificates, permits, or other documents equivalent to that which a teacher in other public schools would be required to hold.

General Employment Provisions

ESSA and Credentialing Requirements

LdVCS shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l) and the applicable provision of ESSA. The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Pursuant to Title 5, California Code of Regulations, Section 80003, teachers with a Multiple Subject Teaching Credential may (a) teach all subjects in a self-contained class; (b) teach in a team teaching setting or regroup students across classrooms; (c) teach core classes to students in grades five through eight; (d) teach any of the core subjects he/she is teaching to a single group of students in the same grade level as the core classes for less than 50% of his/her work day; and (e) teach limited-English proficient pupils and English language development classes pursuant to the requirements under Section 80003(e)(1) and (2).

Employee Qualifications

Leonardo da Vinci Health Sciences Charter School recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities to uphold the instructional philosophy outlined in its vision statement. LdVCS shall have the sole responsibility and authority to determine staffing levels and to select, evaluate, assign, and discipline personnel. The Charter School's Board of Trustees will determine staffing needs and is responsible for creating a list of qualifications and specifications to be included in the posting for all open positions.

All employees of LdVCS demonstrate an on-going and consistent:

- Commitment to the goals of Leonardo da Vinci Health Sciences Charter School;
- Sensitivity to and understanding of working in a diverse, multicultural, and multiethnic student and community environment;
- Acceptance of a climate of change, innovation, and accountability to promote student achievement;
- Commitment to a program of continuous personal and professional growth;
- Commitment to the success of all employees in achieving personal and organizational goals;
- Commitment to developing personal technology skills/goals and the integration of technology into curriculum.

Employees shall be subject to discipline and dismissal in conjunction with the Charter School's evaluation model. Discipline up to and including dismissal shall follow due process and safeguards under State and Federal law and any applicable sections of the Education Code.

LdVCS reserves the right to hire part time staff, temporary consultants, auxiliary personnel, and short-term employees.

Teachers receive a stipend for all training days that extend beyond their normal contracted year as allowable per State funding. In addition, staff may be compensated while assigned in accordance with compensation principles that may include performance-based incentives and/or extra pay for extra duty.

Teacher Qualifications

As its budget allows, full time/part time Instructional Staff with specific skills and talents to enrich the educational experience of LdVCS learning community may be hired. Such positions include, but are not limited to the following:

- Physical Education Instructors
- Impact/Intervention Teacher and/or Reading/English Learner and Assessment Specialist
- Music, Art, and/or Drama Instructors
- Technology/Curriculum Development Specialist

Educators must have subject matter expertise, professional experience and the demonstrated ability to engage learner's participation in the educational process as determined by Leonardo da Vinci Health Sciences Charter School.

Core teaching faculty, as providers of day-to-day teaching and guidance to the students, are the primary resources of the Charter School. In a school culture that prepares student to think independently, critically and creatively, grade level core teachers are responsible for, but not limited to:

- Teaching mastery of learning skills central to educational success;
- Curriculum planning proved by research;
- Collaboration with colleagues and administrators;
- Monitoring and documenting student progress to ensure student success;
- Promoting a partnership between home, school, and community;
- Recognizing that the arts are supportive of the whole child and learning in all curricular areas; and
- Implementing rigorous curriculum that moves students toward higher levels of thinking.

Candidates for core teaching positions at the Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications in the posted job description and promote the success of all students by:

- Demonstrating a commitment to students and learning;
- Remaining reflective, inquisitive, focused on improving their craft, and action-oriented;
- Encouraging the use of technology as a tool to enhance teaching and student learning; and
- Demonstrating a commitment to upholding the interests and goals of the Charter School.

The LdVCS Board of Trustees determines staffing needs and is responsible for creating a list of qualifications and specifications to be included in the posting for the position through the Education Job Opportunity Network (EdJoin.org), the California Charter Schools Association (CCSA), the Charter School Development Center, and/or other local vehicles. An Interview Committee may be formed by the Board of Trustees to manage interview and screening procedures. This committee may determine additional processes to evaluate prospective employees to include, but not be limited to: a review of a candidate's portfolio, video-taped demonstrations of performance, and/or other evidence of good teaching practices as defined in the Charter School's Teacher Evaluation Process. In the event no qualified candidate is selected by the Interview Committee, the position will be reposted and a more extensive search for qualified candidates will be conducted. The Interview Committee will make a recommendation to the Board of Trustees for the final approval to hire the candidate.

Qualifications for Physical Education Instructors

To promote positive physical health habits for students, Leonardo da Vinci Health Sciences Charter Sciences Charter School has daily physical education classes for students. Qualifications include, but are not limited to the following: hold a CA Single Subject teaching credential with a

specialty in Physical Education or a Multiple Subject teaching credential with a supplemental authorization in Physical Education; experience developing a caring instructional environment where some time is dedicated to community building and conflict resolution; and experience organizing and managing a student-centered learning environment that includes age-appropriate, responsive classroom management practices.

Qualifications for Foreign Language Program Teacher

To promote oral language fluency in Spanish for students, the Charter School has a foreign language program teacher. Qualifications include but are not limited to the following: demonstrate excellent language skills; be well informed about current teaching strategies; and dedicated to working collaboratively to provide a carefully developed, articulated program.

Qualifications for Impact/Intervention Teacher and/or Reading/English Learner (EL) and Assessment Specialist

As the budget allows, LDVCS may hire an Impact/Intervention Teacher and/or Reading/English Learner and Assessment Specialist. This teacher must meet all California credentialing requirements as they apply to charter schools in all academic subjects and hold a CLAD/LDS or BCLAD certificate and permits as may be required under charter law and mandates of ESSA. Candidates must demonstrate successful experience in working with students at differing age levels; possess strong classroom management and organizational skills; experience and knowledge in teaching a variety of lessons to increase English proficiency (e.g. phonics, word work, vocabulary, and written conventions); and applying English Language Development (ELD) strategies. Additionally, candidates must have experience in teaching diverse populations of students at varying levels of English proficiency; possess the ability and proven experience in using assessment and data to monitor and plan for instruction; and a demonstrate a proven ability in working positively and collaboratively with students, teachers, staff and community.

Qualifications for Technology/Curriculum Development Specialist

As the budget allows, LdVCS may hire a Technology/Curriculum Development Specialist. This teacher must meet all California credentialing requirements as they apply to charter schools in all academic subjects and hold a CLAD/LDS or BCLAD certificate and permits as may be required under the charter law and mandates of ESSA. The Technology/Curriculum Development Specialist plans, coordinates, organizes and directs technology for the Charter School. Candidates must demonstrate a willingness and ability to develop and adapt a comprehensive curriculum for computer use; be skilled in teaching staff and students to use technology as a tool to support learning; demonstrate a proven ability to differentiate instruction to meet diverse learning needs; and communicate success in establishing positive rapport with students, teachers, staff and the community. Furthermore, candidates must possess the ability to investigate and determine the role of new technologies, and identify, apply for and implement grants and other external funding opportunities to promote academic achievement at LdVCS.

Qualifications for Music, Art, and/or Drama Instructors

As the budget allows, LdVCS may hire Music, Art, and/or Drama Instructors. These teachers must meet all California credentialing requirements as they apply to charter schools in all academic subjects and hold a CLAD/LDS or BCLAD certificate and permits as may be required under the charter law and mandates of ESSA. Instructor(s) shall perform duties assisting in the implementation of creative arts goals and assists teachers in providing student activities in the creative arts, including dance, drama, music, art, mime and/or literature.

Qualifications for Operations Manager

Under general supervision of the Director, the office manager performs a variety of complex computer and clerical office duties requiring specialized knowledge of attendance accounting as well as the ability to implement health office procedures. Essential job duties include, but are not limited to:

- Recording and monitoring daily student attendance, independent study contracts, medication administration, and health office visits.
- Registering students, volunteers, visitors, and substitute employees.
- Maintaining emergency cards and other health information.
- Administering of first aid, medication, and specialized health care procedures, including CPR.
- Maintaining site attendance documentation for state audit.
- Typing communication letters, email, form memos, newsletters, calendars, and teacher and staff evaluations.
- Transcribing dictation and meeting notes.
- Composing communication, i.e., letters, memos, bulletins, and fliers to LdVCS community.
- Ordering classroom materials and office and custodial supplies.
- Recording time cards, absence records, zone transfers, immunizations, and other information.
- Processing information and records, i.e., student information, budget, and projections of student enrollment.
- Scheduling use of facilities, meetings, and the director's calendar.
- Communicating information, i.e., procedures and regulations.
- Organizing/maintaining files and records.
- Reporting accidents, school crimes, workers' compensation forms, vandalism, suspensions and bus reports.
- Maintaining a current student directory.
- Maintaining a first aid supplies inventory, replenishing the health office and classroom first aid supplies.

Job qualifications include, but are not limited to: evidence of successful clerical experience involving typing and dictation, the operation of basic office equipment; the ability to communicate effectively and work cooperatively with others; the ability to exercise tact and good judgment; and make arithmetical calculations with speed and accuracy. Candidate should be CPR and First Aid trained. Bilingual (English/Spanish) candidates preferred.

Qualifications for Instructional Assistants

As its budget allows, LdVCS may hire Instructional Assistants. Candidates must demonstrate evidence of strong communication skills. Experience for an Instructional Assistant I is one year of working with students in an educational setting. Experience for an Instructional Assistant II is exemplary completion of two years paid experience working four or more hours daily, three years paid experience working three to four hours per day, or four years paid experience working two hours per day in the capacity of Instructional Assistant I. Candidates must have the ability to establish and maintain effective working relationships with students and adults, perform a variety of complex tasks, understand and carry out English oral and written instructions, prepare reports as required, possess a knowledge of correct language usage, spelling, grammar, and punctuation. California State Law requires that all personnel working in an instructional setting must demonstrate high school proficiency in the areas of reading, writing and mathematics. Education requirement of graduation from high school or equivalent, preferably supplemented by two years college course work in child care specialization or equivalent. Bilingual (English/Spanish) candidates preferred.

Qualifications for the Director

The Director of Leonardo da Vinci Health Sciences Charter School shall be an educational leader who demonstrates leadership capacity by modeling core values and motivating all LdVCS stakeholders to give their best to fulfill the Charter School's mission and vision. Educational leaders set the tone for their school. They visit classrooms to observe teaching methods, review instructional objectives, and examine learning materials. They work collaboratively with teachers to develop and maintain high curriculum standards and are responsible for setting performance goals and objectives. Educational leaders encourage parents to actively participate in contributing to their child's education, demonstrated through volunteering in classrooms, participating in school events, tutoring, and serving in the shared decision-making process. The Director who leads with purpose and integrity promotes a culture of innovation, collaboration and success.

The responsibilities of the Director include, but are not limited to the following:

- Provide leadership on behalf of children to ensure access to the highest quality educational program that promotes academic achievement.
- Promote teacher leadership through ongoing professional development as a whole school as well as by grade level, ensuring that staff development is aligned with Leonardo da Vinci Health Sciences Charter School's mission and curricular focus.
- Promote collaborative decision-making and address the strengths of the Charter School community.
- Provide leadership to teachers and staff in determining objectives and identifying school needs as the basis for developing long- and short-range plans aligned with Leonardo da Vinci Health Sciences Charter School's mission and curricular focus.
- Coordinate curricular materials that support instructional strategies outlined in the charter.
- Encourage parents to actively participate in contributing to their child's education.
- Provide assistance and coordination to the staff in the development of curriculum.

- Promote positive parent/student/teacher relations.
- Attend IEP/SST meetings.
- Supervise student disciplinary matters.
- Coordinate the administration of standardized testing.
- Attend all Leonardo da Vinci Health Sciences Charter School Board of Trustees meetings.
- Develop Leonardo da Vinci Health Sciences Charter School Board of Trustees meeting agendas in conjunction with the Chairperson of the Board of Trustees in compliance with the Ralph M. Brown Act.
- Provide comments and recommendations regarding policies presented by others to the Leonardo da Vinci Health Sciences Charter School Board of Trustees.
- Report all possible litigation to the Leonardo da Vinci Health Sciences Charter School Board of Trustees.
- Communicate with the Leonardo da Vinci Health Sciences Charter School's legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Supervise the process of teacher and staff evaluations.
- Participate in the hiring process, discipline, supervision, and dismissal of all employees of Leonardo da Vinci Health Sciences Charter School.
- Provide timely performance evaluations of all Leonardo da Vinci Health Sciences Charter School employees and report all potential employee disciplinary actions to the Leonardo da Vinci Health Sciences Charter School Board of Trustees (Employees of Leonardo da Vinci Health Sciences Charter School Board of Trustees members shall be excluded from these discussions with the Leonardo da Vinci Health Sciences Charter School Board of Trustees).
- Pursue partnerships, donations, and grant opportunities for Leonardo da Vinci Health Sciences Charter School.
- Approve all purchase orders, pay warrants and requisitions, and, upon approval, forward on for processing.
- Participate in the dispute-resolution process as outlined in the site grievance procedure, found in Section VI of the charter.
- Establish and execute enrollment procedures and serve as the custodian of records.
- Provide necessary financial reports as required for proper ADA reporting.
- Present a quarterly financial report to the Leonardo da Vinci Health Sciences Charter School Board of Trustees.
- Establish procedures designed to carry out Leonardo da Vinci Health Sciences Charter School Board of Trustees policies.
- Plan and coordinate all activities related to enrollment.
- Maintain contact with the Chula Vista Elementary School District; attend as necessary the Chula Vista Elementary School District Board of Education meetings as the Charter School representative; attend as necessary the Chula Vista Elementary School District Administrative meetings.
- Participate in and oversee Categorical Program Monitoring (CPM).

Element F: Health and Safety

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237." Ed. Code § 47605(b)(5)(F).

In order to provide safety for all students and staff, LdVCS has adopted and implemented full health and safety procedures and risk management policies at the school site in consultation with our insurance carriers and risk management experts. A copy of LdVCS's health and safety policies shall be provided to the District upon request.

These policies are incorporated into the Charter School's student and staff handbooks and reviewed on an ongoing basis by the Director and Board of Trustees. The Charter School shall ensure that staff are trained annually on all health and safety policies.

The following is a summary of the health and safety policies of the Charter School.

Procedures for Background Checks

Employees and contractors of LdVCS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of LdVCS shall monitor compliance with this policy and report to the LdVCS Board of Trustees on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Testing

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000- 6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-injectors

The Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at the Charter School, and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School will maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

LdVCS shall adhere to the Safe School Plan written specifically to address the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Monthly emergency drills are performed on an announced as well as unannounced schedule. Staff receives training in emergency response, including appropriate “first responder” training or its equivalent.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

LdVCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. LdVCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School's facilities are inspected annually by the Fire Marshal and are certified to be free of toxic hazards.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LdVCS has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in accordance with the Charter School's anti-discrimination and harassment policies. For ease of access, the policy and procedure are referenced in both the Employee Handbook and the Family Handbook.

Element G: Means to Achieve Racial and Ethnic Balance

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

LdVCS is situated in the community that it serves to help achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted and of the highly diverse community where it is located.

LdVCS does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) (Education Code Section 47605(d)(1)). LdVCS strives to recruit students from a diverse range of racial, ethnic, linguistic, and socio-economic backgrounds.

Each year, the Charter School implements a Student Outreach Plan that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The use of promotional and informational material in English and Spanish that appeal to various racial and ethnic groups represented throughout the District.
- Informational community meetings held at public libraries, community centers, local preschools and daycare centers, and local elementary schools, where possible, to inform a wider audience about LdVCS and its programs.
- Distribute printed materials at community organizations including, but not limited to, the YMCA, Boys and Girls Club, community churches, libraries, and farmer’s markets to recruit students from the various racial and ethnic groups represented within the District.
- Open houses held at the Charter School to allow interested students and parents/guardians to visit the Charter School and speak with Charter School staff.
- The Outreach Plan shall schedule dates, times, and locations of open houses, informational meetings, and other activities in a manner which ensures, to the extent possible, that all interested students and their parents/guardians are able to attend. The Outreach Plan shall be updated each year.
- Publish up-to-date website dedicated to informing the public about the Charter School.
- Maintain an accurate accounting of ethnic and racial balance of students enrolled in the school.

Element H: Admission Policies and Procedures

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” Ed. Code § 47605(b)(5)(H).

Admissions Process

LdVCS admits all pupils who are eligible to attend the school up to capacity. LdVCS complies with all laws establishing minimum and maximum age for public school attendance in charter schools. No test or assessment is administered to students prior to acceptance and enrollment into the school. Admission, except in the case of a public random drawing, is not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Documentation of Admissions and Enrollment Processes

LdVCS shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

LdVCS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, website, at community meetings, open forums and regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students and provides a contact number for access to additional information regarding enrollment. LdVCS shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

Non-Discrimination

LdVCS shall be nonsectarian in its programs, admission policies, and all other operations and shall not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. LdVCS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter.

The Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Random Public Drawing

Applications for enrollment are accepted during a publicly advertised open application period each year for the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than available capacity. In the event that the number of students who wish to attend LdVCS exceeds the Charter School's capacity, LdVCS holds a public random drawing to determine enrollment for each impacted grade level, with the exception of existing students, who are guaranteed admission in the following year.

Admission preferences in the case of a public random drawing are given to the following students in the following order:

1. Children of Charter School employees (not to exceed 10% of total school enrollment);
2. Siblings of students who have their names drawn during the lottery shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing, in which case the sibling would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade;
3. All others in District.

The Charter School and the District agree to adhere to the requirements of Education Code Section 47605(d)(2)(B)(i)-(iv).

The public random drawing follows the rules and procedures outlined below, which are communicated to all interested parties at least 30 days prior to holding the lottery. The lottery takes place within 30 days of closing the open enrollment period, which will be a minimum of 45 days long. Intent-to-enroll applications for the following school year will be accepted at the beginning of January.

The lottery will take place on the Leonardo da Vinci Health Sciences Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.

Prior to filing an application, the prospective student with a parent/guardian is encouraged to attend an orientation and furthermore, both students and parents must sign an agreement stating that, if drawn, they are choosing to come to the school of their own free will.

The lottery shall draw names from pools of ballots differentiated by grade level. Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery. The drawing shall continue until all names for that grade level are drawn.

Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed by phone, email, and/or in writing and shall have seven (7) days from the date of notification to complete a registration packet. The Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.

After the lottery is held, enrollment and waiting list notifications will be mailed to applicants. Enrollment notifications will include enrollment paperwork and must be returned by the date indicated in the notification. If LdVCS does not receive the completed enrollment packet by the date required, LdVCS will deem the parent to have declined the spot and remove the student from the waiting list.

The enrollment process for the Charter School is comprised of the following:

- Completion of Student Enrollment Form
- Parent and student signatures on the Home and School Commitment Contract
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form

When a space becomes available in a grade level for a current school year, the space will be offered to the first name on the waiting list for that grade level. Parents will be notified of available spots via the phone number and email provided on the lottery application form. Parents will have two (2) business days to accept the available space and schedule a start date. If LdVCS does not receive a response within two (2) days, the Charter School will deem the parent to have declined the available space and will remove the student from the waiting list.

Element I: Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(l).

The Leonardo da Vinci Health Sciences Charter School’s annual audit of its books and records shall be conducted in compliance with Education Code Section 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The LdVCS Audit Committee is comprised of the Director, at least one full-time certificated employee from both primary and upper grade levels, parents and community members. The Audit Committee is responsible for recommending an independent auditor to the Board. The Charter School will select an independent auditor, who will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. Subject to Board approval, the Charter School will, by March 1 of each year, contract with an independent auditor. This provision will not apply if an audit firm has a multi-year contract with the Charter School.

The Director, Office Manager and back-office services provider will work with the auditor to provide the information they need to conduct a thorough audit. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director and the Audit Committee will review the results of the audit, identify any audit exceptions or deficiencies, report them to the Board and provide recommendations to the Board regarding how to resolve the exceptions and deficiencies.

The Board will submit a report to the District describing how exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution within forty-five days. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element J: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code § 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at LdVCS. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy serves as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff enforces disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be available for parent review and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request in the Director's office. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative education environments, suspension and expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students facing punishment for their actions at school have a right to due process before they are disciplined, suspended, or expelled, as outlined below. The administration and staff will comply with procedures for notices and appeals. This process must be fair and must clearly show what the students have done wrong and what the punishment will be. Charter School officials shall make a reasonable effort to meet with the parent/guardian to discuss the causes and duration of the punishment and any other pertinent matters.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. LDVCS will follow Section 504, IDEIA, the Americans with Disabilities Act (ADA) of 1990 and all applicable federal and state laws, including, but not limited to, the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities; or for whom the Charter School has a basis of knowledge of a suspected disability; or who is otherwise qualified for such services; or protections in accordance with due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at LDVCS or at any other school or Charter School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except in self-

defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - 1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily

injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment., as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence., as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (1) Placing a reasonable (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs)

- or students in fear of harm to that student's or those students' person or property.
- (2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (1) A message, text, sound, video, or image.
 - (2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii) An act of cyber sexual bullying.
- (1) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor

is identifiable from the photograph, visual recording, or other electronic act.

(2) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iv) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

2) Non-Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

3) Discretionary Expellable Offenses. Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s

academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - (2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (1) A message, text, sound, video, or image.
 - (2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one

- or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii) An act of cyber sexual bullying.
 - (1) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (2) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

- 4) Non-Discretionary Expellable Offenses. Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Trustees that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures.

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent/guardian and, whenever practicable, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notices to Parents/Guardians

At the time of the suspension, the Director or the designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or the designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights. The Charter School will also provide a hearing adjudicated by a neutral officer within a reasonable number of days at which time the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate, in accordance with Education Code Section 47605(b)(5)(J)(ii).

Authority to Expel

A student may be expelled either by the Board of Trustees following a hearing before it or by the Board upon the recommendation of an Administrative Panel, to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a member of the Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to the suspension procedures described above.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in

- person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
 7. The opportunity to confront and question all witnesses who testify at the hearing;
 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. LdVCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the LdVCS Board of Trustees, administrative panel, or the hearing officer for the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
3. LdVCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
4. At the discretion of the person or entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
5. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
8. If one or both of the support persons is also a witness, LdVCS must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from

exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

9. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Trustees is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall be immediately returned to his/her educational program.

Written Notice to Expel

The Director or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student.; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Director or designee shall send a copy of the written notice of the decision to expel to the student's District of the pupil's last known addresses within 30 days, and shall, upon request, provide that district with a copy of the cumulative record of the pupil, including transcript of grades or report card and health information.

This notice shall include the following:

- The student's name; and
- The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Leonardo da Vinci Health Sciences Charter School as the LdVCS Board of Trustees' decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs, including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to LdVCS for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LdVCS Board of Trustees following a meeting with the Director or designee and the pupil and parent/guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of the District

LdVCS shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who LdVCS or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum (which could constitute a change of placement and the student's IEP would reflect this change), although in another setting, and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, LdVCS, the parent/guardian, and relevant members of the IEP/504 Team will review all relevant information in the student's file, including the child's student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial

- relationship to, the student's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If LdVCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If LdVCS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the student to the placement from which the student was removed unless the parent/guardian and LdVCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If LdVCS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or LdVCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or LdVCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and LdVCS agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when

determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated LdVCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if LdVCS had knowledge that the student was disabled before the behavior occurred.

LdVCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to LdVCS supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the student.
3. The student's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to "stay put".

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated

and determined to not be eligible.

Element K: Retirement Benefits

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

In order to attract and retain an experienced staff committed to the academic innovation and professional collaboration necessary of a successful school, LdVCS acknowledges the importance and recognizes the need to offer a competitive compensation package, comprised of both salary and benefits.

All certificated employees at Leonardo da Vinci Health Sciences Charter School shall participate in the State Teachers Retirement System (STRS) to the extent allowed by law. They will retain all previous vested rights in STRS.

All classified employees at Leonardo da Vinci Health Sciences Charter School will participate in the Public Employees Retirement System (PERS). They will retain all previous vested rights in PERS.

The Charter School shall inform all applicants of the retirement system options for employees of the Charter School. The Director shall be responsible for ensuring that arrangements for retirement coverage are made for all employees.

Element L: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

No student may be required to attend Leonardo da Vinci Health Sciences Charter School. Students who reside within the District who choose not to attend LdVCS may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. All parents/guardians and students will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M: Return Rights of Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution Procedures

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The intent of the following dispute resolution process is to clarify roles and responsibilities between LdVCS and Chula Vista ESD and ensure a fair and timely process for resolving disputes. Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then the Charter School is amenable to altering these areas through a mutually agreed upon Memorandum of Understanding.

California Education Code Section 47605(b)(14), requires that a charter designate the procedures to be followed by Leonardo da Vinci Health Sciences Charter School and the “entity” creating the charter in the event of a dispute relating to the provisions of the charter. In this case, the entity creating the charter shall be the Chula Vista Elementary School District.

Leonardo da Vinci Health Sciences Charter School shall be governed in accordance with the provisions of the Charter as described in Element D.

Disputes between Leonardo da Vinci Charter and Chula Vista ESD

Leonardo da Vinci Health Sciences Charter School and the Chula Vista Elementary School District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

In the event of a dispute between LdVCS and the District, LdVCS staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and LdVCS Director, or their respective designees. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Director and District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, no later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two (2) Board members from their respective boards who shall jointly meet with the District Superintendent and the Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the Director, or

their respective designees, shall meet to jointly identify a neutral third-party mediator to conduct a mediation session to facilitate resolution of the dispute. The format of the mediation session shall be developed and agreed upon by the two parties. Mediation shall be held within sixty (60) business days of receipt of the dispute statement.

The costs of the mediation shall be split equally between the District and the Charter School. Outcomes of mediation can be binding if both parties agree. If mediation does not occur or does not resolve the dispute within sixty (60) days of receipt of the complaining party's notice of dispute, either party may pursue any other remedy available under the law. Both parties agree they will not make public comments during this process. All timelines and procedures in this section may be revised upon mutual written agreement of the District and LdVCS.

Internal Disputes Within Leonardo da Vinci Health Sciences Charter School

LdVCS has adopted a Dispute Resolution Policy to be followed for all internal disputes related to the Charter School's operations. LdVCS shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element O: Charter School Closure Protocol

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code § 47605(b)(5)(O).

The following procedures shall apply in the event the Leonardo da Vinci Health Sciences Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of LdVCS will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Notification

The Board of Trustees will promptly notify parents and students of LDVCS, the Chula Vista Elementary School District, the San Diego County Office of Education, the participating SELPA, the applicable retirement systems, and the California Department of Education of the closure and the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. All additional reports (attendance, budget and accounting) will be filed by the specified due dates as required by California Charter School regulations.

The Board of Trustees will ensure notification to the parents and students of LdVCS of the closure and will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board of Trustees' decision to close the Charter School.

Management of Student Records

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Leonardo da Vinci Health Sciences Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Leonardo da Vinci Health Sciences Charter School will ask the District to store original records of Charter School students. All records including, but not limited to state assessment results, special education records and personnel records as required, shall be transferred to the District upon closure of the Charter School.

Financial Records, Final Reports and Distribution of Assets

As soon as reasonably practical, LdVCS will prepare the final financial records. Within six months of school closure, LdVCS will prepare final financial records. The independent final audit will include an accounting of all financial assets and fiscal liabilities, and an assessment of the disposition of any restricted funds received by or due to the Charter School. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School's Audit/Budget Governance Committee and will be provided to the District promptly upon its completion.

Upon closure of LdVCS, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. Upon closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As Leonardo da Vinci Health Sciences Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix G, LdVCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budget and Financial Reporting

“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Attached, as Appendix G, please find the following documents:

- Budget narrative
- Financial projections and cash flow for the next three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Administrative Services

“The manner in which administrative services of the charter school are to be provided.” Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to: financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

The Director will assume the lead responsibility for administering the Charter School under the polices adopted by the Board of Trustees. The Charter School will provide internally for, but not limited to, the following administrative services: inventory, capital inventory accounts, budget development, attendance accounting, purchasing and accounting. The Charter School may contract with consultants experienced in educational and small business accounting to establish purchasing, payment, banking and accounting office procedures.

Leonardo da Vinci Health Sciences Charter School currently contracts with ExEd (Excellence in Education through Charter Schools, 411 Camino Del Rio South, Suite 203, San Diego, CA 92108) for Human Resources management to include payroll processing, personnel processing, and technical assistance and training of office staff. ExEd, with offices in Los Angeles and San Diego, is a nonprofit corporation dedicated to providing human resource, funding and reporting, and accounting and finance support to charter schools.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services. The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

C. Facilities

“The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).

Leonardo da Vinci Health Sciences Charter School is located within the Chula Vista Elementary School District boundaries. The Charter School's facilities shall comply with all local and state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements required of California public schools. The Charter School shall maintain on file records documenting such compliance, which shall be available for inspection.

LdVCS is currently housed at 229 East Naples Street, Chula Vista, CA 91911. The Charter School is shares a campus with Carl H. Kellogg Elementary School. LdVCS has a facilities use agreement and lease with the Chula Vista Elementary School District. The site includes the facilities and land. There are four main areas that constitute the site. They are classrooms, non-teaching spaces, the library, and additional facilities such as re-locatable classrooms 902, 903, 904, and 905. The library is a shared space where LdVCS students have use on Tuesday, Wednesday, and Thursday of each week. Kellogg uses the library on Monday and Friday.

Classrooms and non-teaching spaces include Kellogg room numbers 801, 802, 803, 804 and 805, Castle Park room numbers 802, 701, and 702, Parkview library, Silver Wing YMCA, and Loma Verde room numbers 507 and 508. This arrangement consists of ten teaching spaces and two non-teaching spaces for administrative use. Other areas of shared use are: eating areas/lunch shelter, cafeteria and kitchen, multipurpose room/auditorium, playground and grass field, staff lounge, parking lot, the library, and limited use of room 806.

In 2018, LdVCS was modernized as part of a facilities upgrade. Classrooms at LdVCS received new technology, carpet and window treatments. The technology in the classroom included Apple TV's with wireless connection capabilities. The upgrades also included improved drop ports for desktop computer connection, improved electrical wiring, and new computer servers to enhance bandwidth and performance. This is a critical aspect for statewide CAASPP testing.

The primary playground was upgraded to include a child safe surface with rubber padding and artificial turf to protect students from injury when falling during recess play and physical education activities. The parking lot and students drop off zones were enhanced to provide safety for students, parents, staff, and community members.

The Charter School has initiated negotiations for a church school facility on East Oxford Street in Chula Vista. The church has built a new facility in the east Chula Vista area, and is anxious to sell/lease the current property. The proposed lease terms are within \$1.60 to \$1.80 per square foot. The property has safe access for the drop off and pickup of students, staff parking and recreation areas for the students. Some installed playground equipment and furniture will be included in the lease. A complete facilities inspection of the major mechanical systems (electrical, plumbing, HVAC, etc.) and fire and safety compliance assessments are necessary before entering into a lease agreement. The school site is on a relatively level 3.29-acre parcel surrounded by single-family dwellings. There do exist structures that may be used for expansion of classrooms and sufficient accessible space that may house portable type classrooms.

D. Insurance

LdVCS shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be based on recommendations provided by the District and the Charter School's insurer. The District shall be named as an additional insured on all policies of the Charter School. LdVCS shall provide evidence of the above insurance coverage to the District anytime upon request.

E. Potential Civil Liability Effects

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(g).

LdVCS operates as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. LdVCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, LdVCS intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The LdVCS Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

F. Transportation

LdVCS does not provide transportation to and from school, except as required by law.

G. Attendance Accounting

LdVCS shall maintain an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

H. Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.