



CHARTER PETITION

**Approved by the
CHULA VISTA ELEMENTARY SCHOOL DISTRICT**

April 21, 2009
[Renewed April 9, 2014]

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CALIFORNIA STATE BOARD OF EDUCATION MODEL

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I. ASSURANCES

As the authorized lead petitioner, I, Amber Goslee, hereby certify that the information submitted in this application for a charter for Leonardo da Vinci Health Sciences Charter School, to be located within the boundaries of the Chula Vista Elementary School District, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, agree that Leonardo da Vinci Health Sciences Charter School will follow any and all federal, state and local laws and regulations that apply to the Charter School (LdVCS), including but not limited to:

- LdVCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, 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)]
- LdVCS shall be deemed the exclusive public school employer of the employees of Leonardo da Vinci Health Sciences Charter School for purposes of the Educational Employment Relations Act. (Chapter 10.7 (commencing with 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605 (b)(5)(O)]
- LdVCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- LdVCS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- LdVCS shall admit all students who wish to attend Leonardo da Vinci Health Sciences Charter School, and who submit a timely application, unless the charter school receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(B)]
- LdVCS shall not discriminate on the basis of the characteristics listed in 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). [Ref. Education Code Section 47605(d)(1)]
- LdVCS shall adhere to all provisions of federal law related to students with disabilities including, the IDEA, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- LdVCS 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)]

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- LdVCS shall ensure that teachers at Leonardo da Vinci Health Sciences Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- LdVCS shall at all times maintain all necessary and appropriate insurance coverage.
- LdVCS shall for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by California Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves Leonardo da Vinci Health Sciences Charter School without 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- LdVCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- LdVCS shall comply with any jurisdictional limitations to location of its facilities.
- LdVCS shall comply with all applicable portions of the No Child Left Behind Act.
- LdVCS shall comply with the Public Records Act.
- LdVCS shall comply with the Family Educational Rights and Privacy Act.
- LdVCS shall meet or exceed the legally required minimum number of school days.
- LdVCS shall comply with all laws regarding services to students with disabilities as contained in IDEIA.
- LdVCS shall, on a regular basis, consult with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. [Ref. California Education Code Section 47605(c)(2)]
- LdVCS shall create and annually update annual goals for all pupil and all pupil subgroups to be achieved in the state priorities, and specific annual actions to achieve those goals. [Ref. California Education Code Section 47605(b)(S)(A)(ii)]

Authorized Representative's Signature

Date

II. INTRODUCTION

"It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things." ~Leonardo da Vinci

When Clear View Charter Elementary School elected to surrender its charter, and not seek renewal, the teachers and parents who believed strongly in the power of charter schools forged ahead to create the school of their dreams. This extremely determined group of teachers and parents devoted many hours of hard work in planning and developing Leonardo da Vinci Health Sciences Charter School (LdVCS).

Leonardo da Vinci Health Sciences Charter School encompasses elements that only a charter school can offer their children - 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.

General Description

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, and approximately 45% of our students are English Learners, 48% have qualified for free and reduced lunch, and 4.6% are receiving special education services. LdVCS serves grades K-6, enrolling 146 students in 2009-10, 231 students in 2010-11, 280 students in 2011-12, 266 students in 2012-2013, and 285 students in 2013-2014.

Leonardo da Vinci Health Sciences Charter School has numerous accomplishments in its first five years of operation.

- LdVCS has secured a stable facility.
- LdVCS has not only survived the Great Recession, but also has developed a healthy budget in which LdVCS invests in and enhances our program through additional staffing (P.E. instructors, instructional assistants, impact teacher), 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 2013-2014 LdVCS budget forecasts a reserve exceeding 15%.
- LdVCS has experienced steady enrollment growth.
- LdVCS met all of its Academic Performance Index (API) growth targets for the 2010-2011 and 2012-2013 school years for both schoolwide and for all groups served by LdVCS.
- Even though the numbers of students who qualify for free and reduced meals at LdVCS has risen each year, the achievement for this subgroup has risen as well despite the additional challenges they face.
- LdVCS provides 30 minutes of physical education for each student every day.
- 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.

Local Control Accountability Plan (LCAP)

LdVCS will develop a Local Control Accountability Plan by July 2014 and update it on an annual basis.

III. EDUCATIONAL PHILOSOPHY AND PROGRAM (Element A)

"The noblest pleasure is the joy of understanding." ~Leonardo da Vinci

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.

Expected Schoolwide Learning Results (ESLRs)

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 will:

- Persist
- Question and reflect
- Strive for accuracy
- Be 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 will:

- 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

Educational Philosophy

Students at Leonardo da Vinci Health Sciences Charter School are valued as first-hand inquirers and producers of knowledge. Leonardo da Vinci embodies the habits of mind fostered in each student. Leonardo da Vinci 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

Backward Design

Leonardo da Vinci Health Sciences Charter School's curriculum is founded upon the research-based Understanding by Design (backward design) approach (Wiggins and McTighe, 1998), and innovations in project-based learning. By integrating backward design into PBL, teachers are empowered to utilize creative and authentic instructional methods, while ensuring the coverage of California's Common Core State Standards, the Next Generation Science Standards, and/or other state standards (State Standards) within the project context. The traditional backward design process guides teachers through a three step process: (1) internalization and prioritization of State Standards, (2) differentiated assessment methods aligned to prioritized standards and identified learning targets, and (3) innovative, research-based instructional strategies clearly articulating student learning objectives. In a standards-based PBL model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

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 will 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 takes into account 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, can be shared with other teachers, parents, and the business community, all of whom have a stake in the 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. 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 information sources such as textbooks, encyclopedias, and dictionaries. Information technologies include excellent additional sources of information via the Internet. Project-based learning can provide 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. (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))

Whom Leonardo da Vinci Health Sciences Charter School Is Attempting to Educate

Leonardo da Vinci Health Sciences Charter School enrolls a student body that is representative of the diversity of the surrounding community. We have built a small school community where all families are welcomed and valued. The school's educational program offers expanded educational choices and opportunities for families in Chula Vista and San Diego County, providing them access to a small school with small class sizes and a rigorous inquiry-driven

project-based academic program that includes the arts, technology, and healthy living. Leonardo da Vinci Health Sciences Charter School provides a “school of choice” for children to learn, where accountability, flexibility, innovation, parent choice, parent-teacher involvement, and community partnerships work together to provide a better future for our children. Leonardo da Vinci Health Sciences Charter School serves students whose families have an interest in and a commitment to the Leonardo da Vinci Health Sciences Charter School’s philosophy.

Students to Be Served

Leonardo da Vinci Health Sciences Charter School serves approximately 285 students in grades K-6 with a population that is 87 percent Hispanic, 7.8 percent White, 2.5 percent African-American, and 1.7 percent Asian. Approximately 45% of the students are classified as English Language Learner students and 48% of the students qualify for the Federal Free or Reduced Lunch Program. LdVCS will continue to grow, adding one classroom a year until there are two classrooms for each grade level, with a student population of approximately 350 students.

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

What It Means to Be 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. No Child Left Behind identifies these as 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 that include: 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 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 in the classroom offers 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

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, Leonardo da Vinci Health Sciences Charter School's instructional program will be founded on inquiry-driven, project-based learning (PBL), supported by technology.

The teachers and staff at Leonardo da Vinci Health Sciences Charter School 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.

Curriculum and Instructional Design

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

Instruction of Content

Leonardo da Vinci Health Sciences Charter School supports a multi-disciplinary instructional approach to instruction 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 is embedded into the daily culture of the classroom.

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 science, the visual and performing arts, physical education, and health education.

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.

Health Focus

The curricular focus for Leonardo da Vinci Health Sciences Charter School is health sciences, from personal habits to global awareness. Leonardo da Vinci Health Sciences Charter School students are becoming knowledgeable of and practicing what it means to be a healthy individual—physically, mentally, and emotionally; what it means to have a healthy community and society; and what health-related issues exist locally and globally.

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do." ~Leonardo da Vinci

Leonardo da Vinci Health Sciences Charter School's students strive to become "ambassadors of health issues" for their peers (physical fitness, nutrition, etc). Students produce media (web pages, podcasts, videos, etc.) to communicate their message to their peers throughout the local and national community.

Leonardo da Vinci Health Sciences Charter School 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 will be aware of global health issues.

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.

Leonardo da Vinci Health Sciences Charter School aims to create “health literate” students who exhibit knowledge, skills, and behaviors in four key areas critical to healthy living.

To enhance real world connections for our students, Leonardo da Vinci Health Sciences Charter School is developing and maintaining partnerships with health care educators and practitioners in higher education and private industry.

Technology

At Leonardo da Vinci Health Sciences Charter School, 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 Leonardo da Vinci Health Sciences Charter School, 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.

Assemblies

To build and maintain a healthy school community, Leonardo da Vinci Health Sciences Charter School 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

Leonardo da Vinci Health Sciences Charter School's 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 Leonardo da Vinci Health Sciences Charter School. This program gives everyone the opportunity to know students of all ages. The goal of "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.

Professional Development

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 Leonardo da Vinci Health Sciences Charter School 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 Common Core Standards and the Next Generation Science Standards; collaborative planning on project-based learning, technology, and standards-based curriculum; 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.

Plan for Students Who Are Academically Low Achieving

Leonardo da Vinci Health Sciences Charter School aims to accelerate academic achievement for ALL students. Understanding the importance of providing specialized supports that meet the learning needs of every student, Leonardo da Vinci Health Sciences Charter School uses a variety of methods to identify students' strengths and weaknesses, including those of at-risk students. 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.

Leonardo da Vinci Health Sciences Charter School maintains an environment fostered by high expectations and rigorous instruction for all students. In order to provide for the academic success of all students, Leonardo da Vinci Health Sciences Charter School includes a variety of supports within the instructional program to meet the different needs of each student.

Any teacher, staff, counselor, or other school official who feels the student will 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 part of the process of creating an academic action plan in order to support the students at home. Students "at-risk" will be monitored for academic improvement and provided the necessary support from all stakeholders at Leonardo da Vinci Health Sciences Charter School.

Additional Leonardo da Vinci Health Sciences Charter School support services include 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 expected in all classrooms. 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.

Plan for Students Who Are Academically High Achieving

All students at Leonardo da Vinci Health Sciences Charter School 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 will be 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 will maintain written records of who undertakes and satisfactorily completes "challenge assignments."

Plan for English Learners

Leonardo da Vinci Health Sciences Charter School complies with No Child Left Behind (NCLB) and all relevant laws to ensure that all English Learners demonstrate adequate yearly progress. All teachers have English Learner authorization credentials.

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 or other qualified teacher or staff to develop their English and support their understanding of the curriculum throughout the school day.

Leonardo da Vinci Health Sciences Charter School believes English Learners should not be taught using a "watered down" curriculum, but rather an academically challenging curriculum appropriate for the student's grade level. In order 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.

Leonardo da Vinci Health Sciences Charter School 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 grouped into flexible groups based on current language objectives for each student. Student progress will be monitored with formative assessments and assessments at the end of project cycles.

Leonardo da Vinci Health Sciences Charter School implements an academic program which delivers high quality instruction designed to meet the language needs of English Learners. Leonardo da Vinci Health Sciences Charter School provides an English language program which ensures students will meet or exceed the state English-Language Development Standards each year.

Leonardo da Vinci Health Sciences Charter School has developed a Five Stage Language Support Program to ensure English Learners are developing English as effectively and efficiently as possible.

It is expected for students to make a minimum gain of one level of proficiency annually. In cases in which students are not making adequate progress, Leonardo da Vinci Health Sciences Charter School has developed an Intervention (Catch-Up) Plan to provide students further assistance in their English language development.

Five Stage Language Support Program

Stage 1 Identification

All students, regardless of race or ethnic background, will complete a Home Language Survey upon initial enrollment at the Charter School. The purpose of the survey is to identify students who speak languages other than English at home. Students who are indicated as speaking languages other than English at home will be classified as an English Learner.

The HLS is used the initial time a parent enrolls a child at the Charter School and the results are maintained and honored thereafter. If any of the responses on the HLS indicate a language other than English, the student progresses to Stage 2 of the Five Stage Language Support Program.

If the person administering the HLS believes the form is completed incorrectly, or there might actually be another language spoken at home than English, it is at the discretion of the Charter School Director to arrange for a conference with the parents to explain how the HLS can be used to help identify students who could benefit from educational services provided by Charter School.

Students transferring from other schools will complete the HLS upon enrollment. However, the

only HLS valid is the HLS completed by a parent at the time of initial enrollment in a California public school. While a student's cumulative records are in transit, the student will be assessed with the California English Language Development Test (CELDT) if it is indicated on the HLS that a language other than English is spoken at home. When the cumulative records arrive at the school, the student's language status from the originating school or district shall be honored.

Upon enrollment, parents will be notified of the school's responsibility to administer proficiency exams, and of the child's most current CELDT results.

Stage 2 Assessment

Initial Identification of English Learners

If it is indicated that another language other than English is spoken in the student's home, the California English Language Development Test (CELDT) will be administered within thirty days of student enrollment.

- The CELDT will be used to determine a student's overall English proficiency level (1, 2, 3, 4, or 5) as well as the current English language proficiency levels in the areas of speaking, listening, reading, and writing.
- The CELDT will be administered annually to monitor student English language progress until the student is redesignated.
- The CELDT results will determine whether a student is considered an English Learner or Fluent English Proficient.
- Parents will be notified of his/her child's designation, as well as the specific language proficiencies.
- Any student who is designated an English Learner or Initially Fluent English Proficient (IFEP) will progress to Stage 3.

Annual Assessment of English Learners

At the opening of the testing window each school year, staff at the school will administer the California English Language Development Test (CELDT) to all returning English Learners who have not been reclassified fluent English Proficient (RFEP).

Areas of Assessment: Listening, Speaking, Reading, Writing

Students with an Overall Proficiency Level of Early Advanced or Advanced should be considered for Reclassification.

Stage 3 Placement

All students who are identified as English Learners will be referred to the English Language Support Team.

Using the most current CELDT scores, the English Language Support Team will develop a

Personal Language Plan (PLP) for each English Learner at the beginning of the school year.

This plan will outline 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 will outline the California State English-Language Development standards for English Learner students and parents. This will help ensure both students and parents understand the state standards and the benchmarks.

Quarterly, English Language Family Workshops will 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 will be provided by Leonardo da Vinci Health Sciences Charter School teachers, staff, and community members as a demonstration of our commitment to supporting all English Learner and their families.

Placement of English Learners Program Description

English Learners Receive English Language Development (ELD)

Each English Learner will receive English Language Development instruction from a qualified teacher in order to develop proficiency in English as rapidly as possible.

English Learners Access to the School's Core Curriculum

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.

English Language Mainstream Classroom

All English Learners are placed in an English language mainstream classroom. The ELD program provides continued instruction in English language development and acquisition of reading and writing skills to provide access to textbooks and materials that are designed for students who speak, understand, read, and write English fluently. English Learners may receive additional support/small group instruction in the core curriculum (reading/language arts, math, social studies/history, and science/health).

Stage 4 Monitoring

Measuring Academic Progress of English Learners

Defining Adequate Yearly Progress

Academic growth must parallel the English language development of each student. Although

some students will exceed benchmarks, students who fail to meet benchmarks must enter into the sequential Intervention (“Catch-Up”) plan.

“Catch-Up” Annual Benchmarks for English Learners						
CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	RFEP
Years in Program	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
		1st Year	2nd Year	3rd Year	4th Year	5th Year
			1st Year	2nd Year	3rd Year	4th Year
				1st Year	2nd Year	3rd Year
					1st year	2nd Year
Benchmark	Far Below Basic	Far Below Basic	Below Basic	Basic	Basic	Pro-ficient

Monitoring Steps

Leonardo da Vinci Health Sciences Charter School will monitor 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 will be monitored.

If academic benchmarks are met, student progress will continue to be monitored for two years following Reclassification.

If academic benchmarks are not met, the English Language Support Team will develop a revised Personal Language Plan and continue to monitor student progress for two years following Reclassification.

If academic benchmarks are not met after two years, the student will be referred to the Student Support Team to consider possible evaluation.

If the student's CELDT scores in any two skill areas (listening, speaking, reading, or writing)

have not progressed to the next proficiency level or shown significant progress, the student will be referred to the Student Support Team to consider possible evaluation.

Stage 5 Reclassification

Timeline for Reclassification of English Learners

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 Using CELDT	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Years Before RFEP	5 Years	4 Years	3 Years	2 Years	1 Year

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 (CELDT overall English performance level at Early Advanced or Advanced).
- Objective data on the student’s classroom academic performance (state standardized test results for grades 3-6, DRA for grades 1-2).
- The 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.

Monitoring of Reclassified Fluent English Proficient Students

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

Intervention (“Catch-Up”) Programs

English Learners who are identified as making inadequate academic growth will be provided with appropriate Intervention (“Catch-Up”) programs using the following procedure:

Parent -Teacher Conference

A Parent -Teacher Conference with the participation of the English Language Support Team, is to be conducted by the end of the first trimester to discuss the educational needs of the identified English Learner.

English Language Support Team – Personal Language Plan

During an English Language Support Team meeting, the individual English Learner’s English and/or academic needs are to be examined. Based on the results of the needs assessment (including language and academic history), a Personal Language Plan (PLP) is to be developed specifying the intervention programs/services and personnel used to assist the individual student in meeting the goals. Such intervention may include in-class and/or extended day programs/services.

Intervention Program and Progress Monitoring

The identified English Learner will be provided with the intervention programs/services as specified in the PLP, and his/her progress is to be 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 the student’s cum files for monitoring purposes.

First Year Progress Monitoring and Program Evaluation

At the end of the first year’s intervention program, the student’s new language assessment data are to be 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 to be conducted with the participation of the English Language Support Team. A new PLP is to be developed based on the analysis of the student’s needs and the results of the evaluation of the previous intervention programs.

Second Year Progress Monitoring and Program Evaluation

At the end of the second year’s intervention program, the student’s new academic growth data are to be 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 will then be monitored through the SST process.

Plan for Special Education

Overview

Leonardo da Vinci Health Sciences Charter School's budget shall allow for Special Education services (Resource Specialist, Language, Speech, and Hearing Specialist, Psychologist). Leonardo da Vinci Health Sciences Charter School is a "school of the District" for special education purposes, per Education Code sections 47614(b) and 47646(a). Leonardo da Vinci Health Sciences Charter School adheres to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Improvement Act of 2004 (IDEA), its amendments, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). All students are given equal access to the school, regardless of disabilities, and the Leonardo da Vinci Health Sciences Charter School does not discriminate against any student based on his or her disabilities. Leonardo da Vinci Health Sciences Charter School shall not require the modification of an Individualized Education Program (IEP) or 504 plan as a condition of acceptance at the Leonardo da Vinci Health Sciences Charter School.

Leonardo da Vinci Health Sciences Charter School recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. To that end, the school works in cooperation with the Chula Vista Elementary School District to ensure that the students enrolled in Leonardo da Vinci Health Sciences Charter School are served in accordance with applicable federal and state law. Leonardo da Vinci Health Sciences Charter School follows all policies and procedures of the Chula Vista Elementary School District's Special Education Local Plan Area (SELPA) in the provision of special education services.

Leonardo da Vinci Health Sciences Charter School supports movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Leonardo da Vinci Health Sciences Charter School general program of instruction for students with disabilities is responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. LdVCS implements assessment and standardized testing procedures, including guidelines for modifications and adaptations, to monitor student progress.

Leonardo Health da Vinci Sciences Charter School provides planned staff development activities and participates in available appropriate San Diego County trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Timely communications between the Chula Vista Elementary School District special education personnel and the Leonardo da Vinci Health Sciences Charter School teachers and staff ensures that all who provide services to a student with disabilities are knowledgeable of the content of the student's IEP.

Individuals with Disabilities Education Act (IDEA)

Leonardo da Vinci Health Sciences Charter School is deemed to be a public school of the Chula

Vista Elementary School District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending Leonardo da Vinci Health Sciences Charter School receives special education instruction and designated instruction and services, provided by the Chula Vista Elementary School 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 Chula Vista Elementary School 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 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.

Educational Conditions Which Qualify a Student for Special Education

In order to receive special education service, a student must meet federal and state eligibility standards for one or more of the disabilities listed below and because of that disability, demonstrate a need for special education and related services. Qualifying educational conditions include:

- Autism
- Emotional Disturbance
- Hard of Hearing
- Deafness
- Visual Impairment
- Multiple Disability
- Other Health Impairment
- Orthopedic Impairment
- Speech and/or Language Impairment
- Mental Retardation
- Specific Learning Disability
- Traumatic Brain Injury

Students who do not meet the qualifications for special education may be eligible for a 504 Plan.

Initial Special Education Referral and Evaluation Process

Pre-Referral Process

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.

Initial Referral Process

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.

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.

Parent Notification of Referral and Development of Evaluation Plan

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 (which stated 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).

Evaluation Timelines

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.

Assessment Team

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 report and evaluations conducted by private agencies and professionals.

Transfer Students (Interim Placements)

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.

Interim Placement Packet

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.
- Will provide parents with a copy of their special education parental right and procedural safeguards.
- Will obtain parent written approval of an Interim Placement that specifies the proposed special education program and services to be provided Leonardo da Vinci Health Sciences Charter School during the 30-day interim placement.

Interim Placement Review Process

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

- Obtaining and reviewing relevant educational documents from the student's previous school (e.g., copies of the existing IEP and most recent assessment reports, transcript, etc.).

- Determining if additional data is needed to assist the IEP team in evaluating the appropriateness of the student's Individualized Education Program (IEP).
- Developing an Evaluation Plan if additional data assessment data is needed and then pursuing parent written approval of the plan.
- Collecting any needed additional assessment data and summarizing the results in a written report.

Before the expiration of the 30-day period, the interim placement is reviewed by the Individualized Education Program (IEP) team using 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.

Section 504/ADA

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 Leonardo da Vinci Health Sciences Charter School. 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 student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. 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:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. 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.
- c. 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, a referral for special education assessment will be made by the 504 team.

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.

Parent Involvement

LdVCS was born of the collaboration of parents and teachers, which is something we continue to foster quite well. Parent involvement is strong at LdVCS. Parents are expected to volunteer at least ten hours per year. Parents volunteer in classrooms (Royal Readers, Everyone a Reader, math fluency practice, etc.), in the office, at recess and lunch, for schoolwide events, on committees, from home, with after school clubs, and at community and recruitment events. We established an online tracking system called the Parent Portal to better monitor and recognize parent contributions to LdVCS.

The LdVCS website is updated to include events and meetings to involve parents. In addition, weekly Director Updates will be emailed, posted on the website, and sent home to parents without email and to those who request it. The updates inform the parents and community of all meetings of interest. For special meetings, flyers are also be sent home with students. Every attempt is made to communicate with parents in their primary language.

Teachers communicate with parents through email, telephone conversations, conferences, class

websites and blogs, etc.

LdVCS seeks parent input through an open-door approach. We gather information through brief online and paper surveys, regular meetings, and email. LdVCS holds at least three parent-specific meetings each month - the LdVIPs meet to discuss events and areas in which parents can help, ELAC meetings are held on campus to support our Spanish-speaking community, and Coffee & Chat meetings are held with the Director as a way to check in and address concerns.

During parent meetings, opportunities are offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for LdVCS Board of Trustees review or action are placed on the agenda for their next regularly scheduled meeting by the school administration.

Parental input from the parent meetings and training sessions are shared with the LdVCS Board of Trustees to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

IV. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA (ELEMENT B)

Leonardo da Vinci Health Sciences Charter School complies with all state assessment and accountability requirements applicable to charter schools. Our students aim to surpass all academic standards as adopted by the State Board of Education applicable to charter schools. To best meet the needs of students, teachers use both formative and summative assessments. Formative assessments are reviewed in collaborative teams on an ongoing basis to monitor student progress and to guide instruction. Through formative assessments, students who need extra assistance and/or modifications in the classroom are identified. In addition, Leonardo da Vinci Health Sciences Charter School acknowledges that there is not likely to be one system or process which works to produce students who can think, who have scientific habits of mind, and who are mentally fit. Likewise, it is presumptuous to impose a process for assessment on students that does not recognize individuality. Therefore, in addition to state assessment and accountability requirements, Leonardo da Vinci Health Sciences Charter School will utilize alternative assessment, authentic assessment, and portfolio assessment, allowing students to complete or demonstrate learning in real-life context.

LdVCS affirms that its methods for measuring pupil outcomes for State Priorities, as described in this section, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Measurable Student Outcomes	Methods of Measurement (ELEMENT C)
Schoolwide and all groups of students will show measurable progress toward mastery of California state content standards, including the Common Core State Standards, as adopted by	<ul style="list-style-type: none"> • California Assessment of Student Performance and Progress (CAASPP) assessments

<p>the State Board of Education applicable to charter schools.</p> <p>Our students will meet the minimum rubric standards for major cross-curricular projects.</p>	<ul style="list-style-type: none"> • Standards-based performance assessments • Standards-based rubrics for projects • Portfolios • Common school-wide assessments: <ul style="list-style-type: none"> ○ Reading assessments including publisher assessments and the Developmental Reading Assessment (DRA) ○ Math assessments ○ Writing assessments • Interim assessments in language arts and math
<p>LdVCS Academic Performance Index (API) will meet or exceed state requirements.</p>	<ul style="list-style-type: none"> • API scores
<p>Our students will exhibit positive “habits of mind”</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Students will assess themselves using: <ul style="list-style-type: none"> ○ Project rubrics ○ Reflective pieces ○ Habits of Mind self-assessment rubric • Reflection journal • Portfolio • Teachers will assess students using: <ul style="list-style-type: none"> ○ Performance assessments ○ Project rubrics ○ Habits of Mind rubrics

<ul style="list-style-type: none"> • Responding with wonderment and awe • Taking responsible risks • Finding humor • Thinking interdependently • Remaining open to continuous learning 	
<p>Our students will attain the healthy fitness zone on at least five components of the FitnessGram.</p> <p>Students will complete a one-mile run in under ten minutes.</p> <p>Our students will meet or exceed the fitness levels attained by students in neighboring schools as measured by the California Physical Fitness Test.</p>	<p>FitnessGram results</p> <p>FitnessGram results</p> <p>California Physical Fitness Test</p>
<p>Our students will become ambassadors of health issues for their peers (physical fitness, nutrition, etc). They will produce media (web pages, podcasts, videos, etc.) to communicate their message to their peers throughout the local and national community.</p>	<ul style="list-style-type: none"> • Students will assess themselves using: <ul style="list-style-type: none"> ○ Project rubrics ○ Reflective pieces • Teachers will assess students using: <ul style="list-style-type: none"> ○ Performance assessments ○ Project rubrics
<p>Our students will demonstrate sophisticated understanding of newly acquired knowledge through inquiry-driven standards-based projects.</p>	<ul style="list-style-type: none"> • Students will assess themselves using: <ul style="list-style-type: none"> ○ Project rubrics ○ Reflective pieces • Reflection journal • Teachers will assess students using: <ul style="list-style-type: none"> ○ Performance assessments ○ Project rubrics

Our students will demonstrate technological competency – the ability to use available technologies to enhance and facilitate communication, to access knowledge, and to research questions effectively.	<ul style="list-style-type: none"> Technology Benchmark Projects
Our English Learner students will make progress toward English language proficiency as measured by the CELDT.	California English Language Development Test (CELDT)
The percentage of our English Learner students reclassified as Fluent English Proficient each year will meet or exceed the reclassification rate of English Learner students in the state of California.	EL Reclassification Rate
LdVCS will attain an average daily attendance rate of 94% or higher.	LdVCS attendance rates
LdVCS truancy and chronic absenteeism rates will decrease.	LdVCS truancy and chronic absenteeism rates
Our students will display fewer negative behaviors and feel more respected by classmates.	LdVCS student survey data

Methods of Assessment

Alternative Assessments promote high-level performance, empower students to become responsible learners, and raise the bar for student achievement. Selected activities engage students, demand excellence, and measure student growth in meaningful ways. Alternative assessments include: performance assessment, holistic writing, portfolios, student generated rubrics, student-led conferences, and presentation protocol.

- **Performance assessments** require students to show or demonstrate what they have learned as an alternative and/or addition to paper and pencil tests. These include but are not limited to: experiments, writing pieces, demonstrations, presentations, and role play.
- **Holistic Writing** samples gauge grade level writing ability as well as individual student performance. A holistic writing sample documents growth and is a clear demonstration of writing skill. It reveals specific writing abilities to the student, teacher, and parent so that realistic goals can be developed to increase student achievement. Samples are used in grade level discussions to improve instruction and across grade levels to clarify expectations.
- **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. Although portfolios contain work selected by both the student and teacher, the 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 the following: (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 which 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 will be developed and assessed. These criteria can be teacher-generated, but the most powerful use of rubrics are those developed with students. This requires the students 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 to 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 which 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

Technology benchmarks, in accordance with the International Society for Technology in Education (ISTE) standards for student and teacher competencies, will be 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 WebPages in fifth and sixth grade.

Annual Fitness Testing

All grade levels will complete annual physical fitness testing using the FitnessGram, further emphasizing the importance and value in physical activity and personal fitness. Fifth grade students have their first required experience with the California statewide Physical Fitness Test.

Exhibitions

A student led, year-end celebration of learning will showcase the achievements of each class in pursuit of our Charter School's program goals.

Academic Performance Index

It is the goal of Leonardo da Vinci Health Sciences Charter School to meet its Academic Performance Index (API) Growth Targets on an annual basis.

The Academic Performance Index (API) is used to compare the performance of Leonardo da Vinci Health Sciences Charter School with other similarly performing schools in California. In addition, Leonardo da Vinci Health Sciences Charter School's data from the API is analyzed. The objective of the comparison with other schools and the analysis of data is the ongoing improvement of all subgroups, educational equity for all, and the improvement of the school's academic performance as a whole.

The data on the API is examined by subgroups to determine areas in need of improvement. First, the teachers are trained to read, interpret, and analyze the data. Secondly, areas in need of improvement are targeted. The teachers analyze the data in the following ways:

- By groups to determine which subgroups are performing at basic or below basic levels
- By individual students within subgroups to identify specific students who need remediation
- By specific test items to determine areas in need of remediation

From this analysis of data, the teachers develop remediation strategies to target low performing students. Remediation activities will be developed and may include but are not limited to the following:

- Providing professional development for teachers on differentiated instruction and then implementing differentiated instruction within classes.
- The development of tutoring programs to support academic achievement. These programs may be held during the school day, before/after school, or on Saturday. School-wide focus on designated areas of growth.
- Teacher mentoring of specific targeted students.
- Participation in inservices, conferences, or workshops through the San Diego County Office of Education, or other educational groups.

Use and Reporting of Data

Leonardo da Vinci Health Sciences Charter School teachers and staff will use formal and informal assessment data to design instruction, plan student assistance, and guide professional development. Teachers and staff will 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 will 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 will allow staff to monitor and improve Leonardo da Vinci Health Sciences Charter School's educational program. Student data will be collected through the use of a school-wide database.

During monthly collaborative analysis of student work, teachers will 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 will be ongoing throughout the year. Using this data, a Student Support Team (SST) may be convened to provide support to these students by creating an assistance plan.

Leonardo da Vinci Health Sciences Charter School will involve our parents in the planning of the school program through participation in Board of Trustees meetings, governance structure, Parent Information Meetings, and parent conferences. LdVCS will consult with teachers, other school personnel, parents, and students in developing its annual LCAP update. Parents will receive data on student achievement when they meet with their child's teacher during parent conferences and during reporting periods. Parents will receive reports on state testing by mail. The School Accountability Report Card (SARC) will be published annually prior to the deadline.

V. GOVERNANCE STRUCTURE (ELEMENT D)

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

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 Leonardo da Vinci Health Sciences Charter 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 focuses 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 will include parents, community members, and staff members.
- The Charter School program is effective and accountable.
- Meetings shall be governed by Robert's Rules of Order.
- All teachers and staff are accountable for the success of their students and the success of their colleagues.

The Leonardo da Vinci Health Sciences Charter School Board of Trustees and Governance Committees will conform to all requirements of applicable laws pertaining to open meetings; e.g. the Ralph M. Brown Act.

Pursuant to the requirements of Education Code 46711.5, Leonardo da Vinci Health Sciences Charter School states for the purposes of Government Code 3540.1, Leonardo da Vinci Health Sciences Charter School shall be the exclusive public school employer. Leonardo da Vinci Health Sciences Charter School operates autonomously from the Chula Vista Elementary School District, with the exception of the supervisory oversight, special education services, and other services purchased by Leonardo da Vinci Health Sciences Charter School from the District, as outlined in the MOU between the parties. Pursuant to the Education Code Section 47604 (c), the District shall not be liable for the debts and obligations of the Leonardo da Vinci Health Sciences Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Leonardo da Vinci Health Sciences Charter School Board of Trustees

Leonardo da Vinci Health Sciences Charter School will be governed by its Board of Trustees, composed of Leonardo da Vinci Health Sciences Charter School teachers, staff, parents, and community members. The Leonardo da Vinci Health Sciences Charter School Board of Trustees will comply with the California Political Reform Act, and no more than 49% of the members serving on the Board of Trustees will be "interested persons." The Board of Trustees adopts policies and procedures regarding self-dealing and conflicts of interest. 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 of Trustee members are selected with skills and experience to meet their Board of Trustees responsibilities by a majority vote of the standing Board of Trustees through a nomination process. Members will be elected annually and will serve a two-year term.

Leonardo da Vinci Health Sciences Charter School's Board of Trustees will select a chairperson, recording secretary, and treasurer from its membership.

The duties of the chairperson will 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 Leonardo da Vinci Health Sciences Charter School Board of Trustees meeting agendas in conjunction with the Director in compliance with the Ralph M. Brown Act.

The duties of the Secretary include:

- Recording of minutes, and proper noticing for all meetings

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
- Serve as a liaison to the 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. Nominations to serve on the Board of Trustees will be accepted from the Leonardo da Vinci Health Sciences parents, staff, and local community leaders. Candidates will 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 will be conducted during the April Board of Trustees meeting. This meeting will be open to Leonardo da Vinci Health Sciences Charter School's community.

The public will be encouraged to attend and will be able to ask questions or state an opinion about the candidate(s). Interviews conducted by the Board of Trustees will commence following public communications from the people in attendance. The Board of Trustees will then vote on the candidate(s) to be selected. The Board of Trustees will vote first for the community member's seat(s). Secondly, parent(s) will be selected. Thirdly, the Board of Trustees will vote on teachers and/or staff member(s).

All Leonardo da Vinci Health Sciences Charter School Board of Trustees meetings are open to the public. An agenda must be posted 72 hours prior to meeting date. Attendance will be recorded and minutes taken and published.

Should the Chula Vista Elementary School District decide to exercise its right to place a representative on the Leonardo da Vinci Health Sciences Charter School's 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 Board of Trustees members.

The Leonardo da Vinci Health Sciences Charter School Board of Trustees will convene on a regular basis (e.g., monthly during the school year and as appropriate at other times), and will hold its meetings in accordance with the Ralph M. Brown Act and comply with all applicable conflict of interest laws.

The Leonardo da Vinci Health Sciences Charter School Board of Trustees shall have not fewer than eight and not more than fourteen Board of Trustees, with the exact number to be fixed within these limits by approval of the Board of Trustees. The Director of the Leonardo da Vinci Health Sciences Charter School serves as an advisor to the Board of Trustees. The Leonardo da Vinci Health Sciences Charter School 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

The responsibilities of the Leonardo da Vinci Health Sciences Charter School 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 process as outlined in the site grievance procedure, found in Section VI of the charter.
- Determine site policy.
- Approve the annual budget.
- Provide input on school calendar decisions.
- Participate in Categorical Program Monitoring (CPM).

The Leonardo da Vinci Health Sciences Charter School 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 Leonardo da Vinci Health Sciences Charter School Board of Trustees may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Leonardo da Vinci Health Sciences Charter School Board of Trustees, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Training for Board of Trustees

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 of Trustees members will attend leadership workshops and coach the board on best practices.
- Board of Trustees members will receive annual training in the Ralph M. Brown Act.
- Board of Trustees members will receive training in educating the target student population.
- Board of Trustees members will reference legal counsel for guidelines as needed.
- Board of Trustees members will establish committees to provide informational support.

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 Leonardo da Vinci Health Sciences Charter School 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. In their book, Leadership Courage, Cottrell & Harvey (2004) state, "Accepting responsibility (as a leader) is not optional--it is mandatory. Accepting responsibility leads to confidence, self-control and trust...all qualities of effective leadership." 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.

Leonardo da Vinci Health Sciences Charter School Petition

- 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).

Governance Committees

Teachers, staff, parents, and community stakeholders serve as members on Leonardo da Vinci Health Sciences Charter School's three Governance Committees. The three committees are: Audit/Budget, Curriculum and Assessment, and Partnership. The term of membership on a Governance Committee is one year.

At the beginning of the school year, parents and community stakeholders will 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 will select 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 will then notify the Leonardo da Vinci Health Sciences Charter School Board of Trustees of the selected officers during the next scheduled Board of Trustees meeting. All committee meetings are open to the public. An agenda must be posted 72 hours prior to meeting date. Attendance will be recorded and minutes taken and published. Meetings will be conducted in accordance with the Brown Act.

Audit/Budget Committee

The Audit/Budget Committee will ensure fiscally responsible decisions are made with regards to the best interests of the Leonardo da Vinci Health Sciences Charter School.

The Audit/Budget Committee will be 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 Leonardo da Vinci Health Sciences Charter School 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 Leonardo da Vinci Health Sciences Charter School Board of Trustees.
- Survey Leonardo da Vinci Health Sciences Charter School 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 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.

The Audit/Budget Committee will recommend an independent auditor to the Leonardo da Vinci Health Sciences Charter School Board of Trustees, who will then approve the selection. The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to schools. The annual audit will be completed within three months of the close of the fiscal year. The Audit/Budget Committee will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Leonardo da Vinci Health Sciences Charter School Board of Trustees will report to the Chula Vista Elementary School District Superintendent regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section VI of the charter.

Curriculum and Assessment Committee

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

The Curriculum and Assessment Committee will be 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, 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).

Partnership Committee

A Partnership Committee comprised of Leonardo da Vinci Health Sciences Charter School's teachers, staff, parents, and community stakeholders will develop strategies for establishing partnerships with health care educators and practitioners in higher education and private industry to support the goals of Leonardo da Vinci Health Sciences Charter School.

The Partnership Committee will be 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 partnerships currently established.
- 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
 - All programs concerned with student health, safety, and nutrition
- Set school-wide calendar to schedule events to include, but are 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 Audit/Budget Committee, Curriculum and Assessment Committee, and the Partnership Committee will 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, will 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 Leonardo da Vinci Health Sciences Charter School, the Charter School will engage parents, teachers, staff, and community stakeholders during periodic meetings to advise on the operations of the Charter School program, teachers, staff, and students with the purpose of increasing student achievement. The Charter School will schedule a minimum of two Parent Information Evenings and two Parent Workshops annually, where parents learn strategies to support their child's success.

VI. HUMAN RESOURCES

Qualifications of School Employees (ELEMENT E)

Leonardo da Vinci Health Sciences Charter School will recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that will uphold the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(d)(1), Leonardo da Vinci Health Sciences Charter School will not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age gender, disability, or other bases prohibited by law.

With respect to the Educational Employment Relations Act (EERA), Leonardo da Vinci Health Sciences Charter School sets the terms and working conditions for all employees, and will do so consistent with State (EERA) and Federal law, and shall be the employer of Leonardo da Vinci Health Sciences Charter School employees.

Leonardo da Vinci Health Sciences Charter School shall have the sole responsibility and authority to determine staffing levels and to select, evaluate, assign, and discipline personnel. Leonardo da Vinci Health Sciences 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 the position. All employees of Leonardo da Vinci Health Sciences Charter School will 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.

All Leonardo da Vinci Health Sciences Charter School employees will be held accountable to the provisions of the charter and the identified program outcomes as stated in Section III of the charter. Employees shall be subject to discipline and dismissal in conjunction with Leonardo da Vinci Health Sciences Charter School 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.

Leonardo da Vinci Health Sciences Charter School reserves the right to hire part time staff, temporary consultants, auxiliary personnel, and short-term employees.

Teachers will 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.

All Leonardo da Vinci Health Sciences Charter School employees must be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigation and LiveScan™ safeguards, and undergo checks that provide for the health and safety of Leonardo da Vinci Health Sciences Charter School's administrators, teachers, staff, and students. All Charter School employees and volunteers are required to submit current tuberculosis (TB) test results. Leonardo da Vinci Health Sciences Charter School will maintain a current copy of the teacher's certificates on file, available for audit along with a record of their fingerprinting/background screening, and a current tuberculosis (TB) test. Employees of Leonardo da Vinci Health Sciences Charter School should be CPR/First Aid trained.

Qualifications for Teachers

Leonardo da Vinci Health Sciences Charter School shall comply with Education Code Section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at Leonardo da Vinci Health Sciences Charter School and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to

non-core, non-college preparatory courses.”

Leonardo da Vinci Health Sciences Charter School teachers will be selected directly by Leonardo da Vinci Health Sciences Charter School. Teachers must meet all California credentialing requirements as they apply to charter schools in all academic subjects. All teachers who provide instruction to English Learner (EL) students must hold a CLAD/LDS or BCLAD certificate and permits as may be required under the charter law and mandates of No Child Left Behind (NCLB). Additionally, core teachers, as defined by the No Child Left Behind Act (NCLB), shall meet the applicable requirements of a highly qualified teacher.

As its budget allows, full time/part time Instructional Staff with specific skills and talents to enrich the educational experience of Leonardo da Vinci Health Sciences Charter School 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.

Leonardo da Vinci Health Sciences Charter School may hire temporary, auxiliary, short-term employees. Leonardo da Vinci Health Sciences Charter School Board of Trustees determines the necessary qualifications and conditions for these persons. Teaching credentials may not be required if a candidate is not the teacher of record and can demonstrate and document possession of an exceptional skill from which the learning community will benefit. Leonardo da Vinci Health Sciences Charter School staff agrees that personnel whose contracts have beginning and ending dates for a particular school year are considered temporary, auxiliary, or short term at-will employees. Contracts may be issued for all or part of a school year.

Core teaching faculty, as providers of day-to-day teaching and guidance to the students, are the primary resources of Leonardo da Vinci Health Sciences 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;
- Implementing rigorous curriculum that moves students toward higher levels of thinking.

Candidates for core teaching positions at Leonardo da Vinci Health Sciences Charter School must possess the personal characteristics, knowledge base, and successful experiences in the

responsibilities and qualifications in the posted job description and will 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;
- Demonstrating a commitment to upholding the interests and goals of Leonardo da Vinci Health Sciences Charter School.

Leonardo da Vinci Health Sciences Charter School's 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 Leonardo da Vinci Health Sciences Charter School's 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 Leonardo da Vinci Health Sciences Charter School 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 Leonardo da Vinci Health Sciences Charter School 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, Leonardo da Vinci Health Sciences Charter School has a foreign language program teacher. Qualifications include, but are not limited to the following: Candidates must 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 Language Learner (ELL) and Assessment Specialist

As the budget allows, Leonardo da Vinci Health Sciences Charter School 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 the charter law and mandates of No Child Left Behind (NCLB). 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, 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, Leonardo da Vinci Health Sciences Charter School 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 No Child Left Behind (NCLB). 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 Leonardo da Vinci Health Sciences Charter School.

Qualifications for Music, Art, and/or Drama Instructors

As the budget allows, Leonardo da Vinci Health Sciences Charter School 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 No Child Left Behind (NCLB). 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 Director

Effective leaders are individuals who inspire and lead people toward a common goal. The director of Leonardo da Vinci Health Sciences Charter School shall model core values and motivate staff to give their best to accomplish Leonardo da Vinci Health Sciences Charter School's mission and vision, and will be committed to developing a school culture that is

flexible, collaborative, and effective in improving achievement of all students, utilizing data and research to drive change. Cultivating a supportive environment that encourages teacher autonomy and risk taking will communicate trust that teachers can succeed. This trust will empower teachers and thus enhance the teacher's capacity to empower students (Glickman, 2004).

The Director of Leonardo da Vinci Health Sciences Charter School shall meet the minimum qualifications for the position as outlined in the job specification, which shall include, at a minimum the following requirements: The Director of Leonardo da Vinci Health Sciences Charter School shall hold a California Administrative Services Credential and an Elementary or Single Subject Credential. Previous experience as a school administrator preferred, but not required. The Director shall be responsible for implementing all the legal and administrative responsibilities of Leonardo da Vinci Health Sciences Charter School as well as serving as an instructional leader. This individual should be an exemplary communicator both in person and in written communications and possess the organizational and interpersonal skills necessary to run a school (refer to Part V under "The Director" for further information on the responsibilities of the Director of Leonardo da Vinci Health Sciences Charter School).

Qualifications for Special Education Services (Resource Specialist, Language, Speech, and Hearing Specialist, Psychologist)

Leonardo da Vinci Health Sciences Charter School shall be deemed to be a public school of the Chula Vista Elementary School District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending Leonardo da Vinci Health Sciences Charter School shall receive special education instruction and designated instruction and services, provided by the Chula Vista Elementary School 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.

Qualifications for Operations Manager

As with all Leonardo da Vinci Health Sciences Charter School employees, the operations manager is required to submit a current tuberculosis (TB) test and have a verified background check before they can begin employment at Leonardo da Vinci Health Sciences Charter School.

Under general supervision of the Director, the office manager will perform 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 will 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, forms, memos, newsletters, calendars, and teacher and staff evaluations.
- Transcribing dictation and meeting notes.
- Composing communication, i.e., letters, memos, bulletins, and fliers to Leonardo da Vinci Health Sciences Charter School 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, Leonardo da Vinci Health Sciences Charter School may hire Instructional Assistants. Instructional Assistants, as defined by the No Child Left Behind Act (NCLB), shall meet the applicable requirements of a highly qualified paraprofessional. As with all of Leonardo da Vinci Health Sciences Charter School employees, Instructional Assistants will be required to submit a current tuberculosis (TB) test and have a verified background check before they can begin employment at Leonardo da Vinci Health Sciences Charter School. Candidates must demonstrate evidence of strong communication skills. Experience of Instructional Assistant I is one year of working with students in an educational setting. Experience for 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 Custodian

Leonardo da Vinci Health Sciences Charter School shall employ a custodian who, under general supervision of the Director, keeps Leonardo da Vinci Health Sciences Charter School facility complex clean, sanitary, safe, secure, and orderly; maintains areas and grounds outside of the school; and performs other duties as assigned. As with all Charter School employees, custodians are required to submit a current tuberculosis (TB) test and have a verified background check before they can begin employment at Leonardo da Vinci Health Sciences Charter School. Essential job qualifications include, but are not limited to, some recent experience in janitorial work preferred, ability to understand and carry out oral and written directions, maintain a schedule for periodic cleaning of assigned facilities, observe and report needs for maintenance, perform duties without immediate supervision, thorough knowledge of methods, materials, safety practices, and equipment used in janitorial work, and works well with others. Applicants must have graduated from high school or equivalent.

Contracts

All Leonardo da Vinci Health Sciences Charter School teachers and employees will be contracted on a yearly basis. Prior to the beginning of the academic school year, all employees will be asked to reaffirm in writing their commitment to uphold Leonardo da Vinci Health Sciences Charter School mission, educational philosophy, and vision. At this time, employees of Leonardo da Vinci Health Sciences Charter School will be contracted for the upcoming school year or released.

Procedure for Reducing Staff

Should Leonardo da Vinci Health Sciences Charter School find that reduced funding requires reducing staff levels, reductions will be made according to hiring date. In the event staff members have the same hire date, reductions will be made according to who has the more advanced degree. If staff members have the same degree level, reductions will be made by a coin toss.

Compensation and Benefits (ELEMENT K)

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.

Employee Representation (ELEMENT O)

The Leonardo da Vinci Health Sciences Charter School shall be deemed the exclusive public

school employer of the employees of Leonardo da Vinci Health Sciences Charter School for the purposes of the Educational Employment Relations Act (EERA).

Rights of School District Employees (ELEMENT M)

All employees hired by Leonardo da Vinci Health Sciences Charter School shall be employees of Leonardo da Vinci Health Sciences Charter School. The rights of Charter School employees who have left permanent status employment in Chula Vista Elementary School District to work at Leonardo da Vinci Health Sciences Charter School shall be as outlined in the Chula Vista Elementary School District policy.

Health and Safety (ELEMENT F)

A healthy and safe environment is vital to productive teaching and learning. Leonardo da Vinci Health Sciences Charter School maintains an updated safety and emergency response plan in consultation with its insurance carriers and risk management experts.

Procedures for Campus Visitors

No outsider shall enter or remain on schools grounds during school hours without having registered with the Director or designee, except to precede expeditiously to the office of the Director or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the Director or designee, an outsider shall comply with such signs. (Penal Code, sec. 627).

Procedures for Background Checks

Leonardo da Vinci Health Sciences Charter School shall comply with all provisions of Education Code 44237 and 45125.1, including the requirement that as a condition of employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary before they can perform any duties at Leonardo da Vinci Health Sciences Charter School. The Director of Leonardo da Vinci Health Sciences Charter School shall monitor compliance with this policy and report to Leonardo da Vinci Health Sciences Charter School Board of Trustees on a quarterly basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Director. Volunteers who volunteer outside of the direct supervision of a credentialed employee will be required to submit to a criminal background check, finish a criminal record summary, and submit a current tuberculosis (TB) test.

Role of Staff as Mandated Child Abuse Reporters

All certificated and classified staff, as well as short-term employees and independent contractors, are mandated child abuse reporters and follow all applicable reporting laws.

TB Testing

Leonardo da Vinci Health Sciences Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

Records of student immunizations shall be maintained at Leonardo da Vinci Health Sciences Charter School. All employees of Leonardo da Vinci Health Sciences Charter School are required to submit proof of an examination for tuberculosis. Leonardo da Vinci Health Sciences Charter School requires all enrolling students and staff to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations against polio, diphtheria, pertussis, tetanus, measles, mumps, rubella (MMR), hepatitis B and varicella, as outlined in the Department of Health and Services Document IMM-231. Leonardo da Vinci Health Sciences Charter School also requires that all incoming kindergarten students show proof of recent dental screening, as outlined in state legislation as of 1/1/07. The school intends to employ a nurse, or contract services, to provide oversight of immunization requirements and annual health screenings including, but not limited to, hearing, vision, and scoliosis as required by law for charter schools.

Medication in School

Leonardo da Vinci Health Sciences Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students are screened for vision, hearing and scoliosis by a nurse contracted by Leonardo da Vinci Health Sciences Charter School. Leonardo da Vinci Health Sciences Charter School adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Emergency Preparedness

Leonardo da Vinci Health Sciences Charter School adheres to a Site Emergency Procedures Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Bloodborne Pathogens

Leonardo da Vinci Health Sciences Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. Leonardo da Vinci Health Sciences Charter School Board of Trustees has established 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

Leonardo da Vinci Health Sciences Charter School shall maintain a drug, alcohol, and smoke free environment.

Facility Safety

Leonardo da Vinci Health Sciences Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Leonardo da Vinci Health Sciences Charter School 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. Leonardo da Vinci Health Sciences Charter School shall conduct fire drills monthly.

Comprehensive Sexual Harassment Policies and Procedures

Leonardo da Vinci Health Sciences Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Leonardo da Vinci Health Sciences Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Leonardo da Vinci Health Sciences Charter School policy.

CPR /First Aid Training

All employees should be CPR/First Aid trained before the end of their first year of employment.

Food Services

Leonardo da Vinci Health Sciences Charter School may provide health and nutritional food services for the students attending Leonardo da Vinci Health Sciences Charter School to the extent required by law. Leonardo da Vinci Health Sciences Charter School may contract with the Chula Vista Elementary School District or any other source to provide such services.

Code of Student Conduct

An emphasis will be placed on student behavior, with a specific development of a code of student conduct that embodies high expectations for all students. Any student disciplinary issues will be addressed at early stages to avoid unnecessary suspensions or expulsions.

Dispute Resolution (ELEMENT N)

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 the case of the “Charter School Petition,” 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 provisions of the charter as described in Section V.

Formal Dispute Resolution Process between Leonardo da Vinci Health Sciences Charter School and the Chula Vista Elementary School District

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 Leonardo da Vinci Health Sciences Charter School and the Chula Vista Elementary School District, where an informal meeting has failed to resolve the dispute, the issue will be outlined in a written format and given to the Superintendent. If the Chula Vista Elementary School District finds that the issue could lead to the revocation of the charter, they shall specifically note it in the written dispute statement.

Leonardo da Vinci Health Sciences Charter School’s Board of Trustees and the Chula Vista Elementary School District cabinet shall informally meet and attempt to resolve the dispute. If this informal meeting fails to resolve the dispute, Leonardo da Vinci Health Sciences Charter School’s Board of Trustees and the Chula Vista Elementary School District cabinet shall meet to jointly identify a neutral third party community mediation panel.

Leonardo da Vinci Health Sciences Charter School’s Board of Trustees and the Chula Vista Elementary School District cabinet shall develop the format of the mediation session jointly. The findings or recommendations of the panel shall be non-binding, unless Leonardo da Vinci Health Sciences Charter School’s Board of Trustees and the Chula Vista Elementary School District jointly agree to bind themselves.

Dispute Resolution Process for Charter School Employees

Discipline short of dismissal may be for any cause that is set out in Education Code 44932. Employees shall be entitled to know the causes for discipline in writing, setting out any violations of the Charter or law, and will accorded a “Skelly” hearing prior to the imposition of discipline. Permanent employees will be given the right to contest the charges, including the right to call witnesses and present evidence before the governing body of Leonardo da Vinci Health Sciences Charter School, specifically Leonardo da Vinci Health Sciences Charter School Board of Trustees.

Grievance Procedure: A grievance, hereafter referred to as a dispute, is a claim by any staff member/employee that the Charter or employee rights have been violated, misinterpreted, or misapplied with respect to the employee. Should such a dispute arise, the following procedure

shall be the employee's sole and exclusive remedy with respect to that dispute, and the Director or Charter School Board of Trustees shall have responsibility for compliance with the procedure. If the dispute is a claim against the Director of Leonardo da Vinci Health Sciences Charter, the Charter School Board of Trustees shall have responsibility for compliance with the grievance procedure.

Informal: Most disputes can and should be resolved by reasonable people in good faith seeking common ground where interests and perceptions conflict. All Charter School employees will seek an informal resolution to a dispute before formally advancing to Stage I.

Formal: Stage I. Any employee having a dispute, unresolved by informal means, shall present the dispute in writing to the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees so as to be received by the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees within 14 school days of the event or condition giving rise to the dispute. The Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees shall meet with the employee and other persons as determined by the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees. If the dispute is not resolved to the satisfaction of the employee in 14 school days following receipt by the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees, the dispute shall be deemed unresolved, and the employee may advance to Stage II. The employee and the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees may each elect to bring one representative to Stage II and IV meetings.

Stage II. Within 28 school days of original receipt of the dispute by the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees, the employee may request in writing mediation by an individual, mutually agreed to by the employee and the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees. If that mediation fails to resolve the dispute to the satisfaction of the employee within 42 school days of original receipt of the dispute by the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees, the employee may advance to Stage III.

Stage III. Within 42 school days of original receipt of the dispute by the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees, the employee may direct Leonardo da Vinci Health Sciences Charter School in writing to retain the services of the San Diego Mediation Center to facilitate a resolution of the dispute. Leonardo da Vinci Health Sciences Charter School shall schedule a Mediation session within 28 school days.

Stage IV. If the dispute is not resolved to the satisfaction of both parties within 14 school days of the Mediation session, or if the Mediation session is not held within 28 school days of being requested in writing, either party may demand that the dispute be submitted to final and binding arbitration. The employee shall select one or two types of binding arbitration and Leonardo da Vinci Health Sciences Charter School shall have the legal responsibility to arrange such arbitration in a timely fashion.

A. Arbitration shall be conducted by a three-person panel composed of one person appointed by the employee and one by the Director or Leonardo da Vinci Health Sciences Charter School

Board of Trustees and a third person selected by the two appointees. No family member of the employee or Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees may serve on the panel. No formal rules of evidence or procedure shall apply. The arbitrators will have no power to modify the charter of Leonardo da Vinci Health Sciences Charter School or this Agreement. The decision of the arbitrators may be entered as a judgment in any California court. Counsel at their own expense may represent either party. To the extent the arbitrators find in favor of the employee, Leonardo da Vinci Health Sciences Charter School shall reimburse the employee for the reasonable cost of employee's counsel, if any, at the discretion of the arbitrators. For example, if the dispute involved \$1,000 owed to the employee by Leonardo da Vinci Health Sciences Charter School, and the arbitrators allowed \$900, then, in addition to the \$900, Leonardo da Vinci Health Sciences Charter School would pay 90% of the employee's cost of counsel as judged reasonable by the arbitrators. If the dispute involved a non-monetary decision made by Leonardo da Vinci Health Sciences Charter School that was totally rescinded by the arbitrators in favor of the employee, then Leonardo da Vinci Health Sciences Charter School would pay the employee 100% of the employee's cost of counsel as judged reasonable by the arbitrators.

B. Leonardo da Vinci Health Sciences Charter School shall submit the dispute to the American Arbitration Association or the State Mediation and Conciliation Service. In either case, the parties will be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator, and the arbitrator will proceed under the Voluntary Labor Arbitration Rules of said Association. If any question arises to the arbitrability of the dispute, such question will be ruled only after the arbitrator has had the opportunity to hear the merits of the dispute. No party interest shall be permitted to assert any evidence before the arbitrator that was not previously disclosed to the other party. The arbitrator shall consider only those issues raised by the parties in interest. No decision rendered by the arbitrator shall be retroactive beyond the beginning of the last payroll period prior to the period for submitting a dispute in writing specified in Stage I of this procedure. The arbitrator shall have no power to modify the charter of Leonardo da Vinci Health Sciences Charter School or this Agreement. The decision of the arbitrator shall be binding. Costs of the services of the arbitrator will be borne by Leonardo da Vinci Health Sciences Charter School. Whenever possible, the arbitrator shall be selected from Southern California. Counsel at their own expense may represent either party. To the extent the arbitrator finds in favor of the employee, Leonardo da Vinci Health Sciences Charter School shall reimburse the employee for the reasonable cost of employee's counsel, if any, at the discretion of the arbitrator, as exemplified in A above.

Dispute Resolution Process for All Other Stakeholders

Disputes arising from within the school, including all disputes among and between students, staff, parents, administrators, volunteers, advisors, partner organizations, and governance committee members of the school, shall be resolved pursuant to policies and processes developed by Leonardo da Vinci Health Sciences Charter School.

First Level: If it is a matter specifically directed toward a staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasonable explanation or take appropriate action

within his/her authority. As appropriate, the staff members shall report the matter and whatever action may have been taken, to the Director or Leonardo da Vinci Health Sciences Charter School's Board of Trustees.

Second Level: if a matter cannot be resolved satisfactorily at the first level, the complainant shall discuss it with the Director or Leonardo da Vinci Health Sciences Charter School Board of Trustees.

Third Level: If a satisfactory solution is not achieved by discussion with the Director or Leonardo da Vinci Health Sciences Charter School's Board of Trustees, a written request for a conference shall be submitted to the Director or Leonardo da Vinci Health Sciences Charter School's Board of Trustees. This request should include:

- The specific nature of the complaint and a brief statement of the facts giving rise to it.
- The respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely.
- The action which the complainant wishes taken and the reasons why it is felt that such action be taken.

Leonardo da Vinci Health Sciences Charter School Board of Trustees will then have 15 days to review the documentation and provide the complainant with their recommendations.

VII. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures (ELEMENT H)

Leonardo da Vinci Health Sciences Charter School is not affiliated with any other school. The Charter School seeks a diverse student body that reflects the racial, ethnic, and economic diversity of the general population residing within the current attendance area of the school. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. Leonardo da Vinci Health Sciences Charter School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

Charter schools are schools of choice. The charter school admits all pupils who wish to attend the school. For all students, the following enrollment requirements apply:

- The parent/guardian must attend one school tour and/or an orientation session. Students may participate in this event, but it is not required. These sessions are held regularly throughout the school year at various times in order to accommodate a range of schedules. These sessions detail the expectations of the families who elect to enroll at our school facility and community.
- A parent or guardian must honestly complete and return a simple, non-discriminatory intent-to-enroll application by the published priority enrollment deadline.
- The student and the parents must sign statements indicating that they are familiar with and agree to abide by all policies and procedures set forth in the Parent and Student Handbooks.

- A parent or guardian must complete and/or provide all documents required for enrollment in a public school including but not limited to immunization records, proof of residency, birth certificate, enrollment form, etc.

Should Leonardo da Vinci Health Sciences Charter School receive a number of intent-to-enroll applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all State and Federal laws, designed to maintain a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery. The lottery will take 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.

Preferences will be extended to potential students in the following order:

- Children of the Charter School employees;
- 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;
- All others in District.

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.

The registration process for the Leonardo da Vinci Health Sciences 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

Means to Achieve Racial and Ethnic Balance (ELEMENT G)

Leonardo da Vinci Health Sciences Charter School 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.

Leonardo da Vinci Health Sciences Charter School makes the following measurable recruitment efforts and outreach programs. The recruitment and outreach efforts shall include:

- Making community presentations in Chula Vista.
- Designating a website dedicated to informing the public about the Charter School.
- Distributing printed materials to a broad variety of community groups and agencies including, but not limited to, the YMCA, Boys and Girls Club, community churches, libraries, and farmer's markets.
- Providing informational materials to the community and surrounding communities in both English and Spanish.
- Having an open enrollment period of at least 45 days.
- Maintaining an accurate accounting of ethnic and racial balance of students enrolled in the school.
- Engaging in ongoing recruitment and outreach efforts annually.

Public School Attendance Alternatives (ELEMENT L)

No student may be required to attend the Leonardo da Vinci Health Sciences Charter School. Students who reside within the Chula Vista Elementary School District who choose not to attend the Charter School may attend school within the Chula Vista Elementary School District according to Chula Vista Elementary School District policy or at another school district or school within the Chula Vista Elementary School District through the Chula Vista Elementary School District's intra and inter-district policies. During enrollment, parents will be duly notified of their options. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students will have no right to admission in a particular school of an 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.

Suspension and Expulsion Procedures (ELEMENT 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 Leonardo da Vinci Health Sciences Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Leonardo da Vinci Health Sciences 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.

Leonardo da Vinci Health Sciences Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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.

Leonardo da Vinci Health Sciences Charter School administration 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.

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

A student identified as an individual with disabilities or for whom Leonardo da Vinci Health Sciences Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) 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 regular education students except when federal and state law mandates additional or different procedures. Leonardo da Vinci Health Sciences Charter School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all 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 School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Leonardo da Vinci Health Sciences Charter School shall notify the Chula Vista

Elementary School District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 of the Rehabilitation Act and would grant the Chula Vista Elementary School District approval rights prior to the expulsion of any such student as well.

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 Leonardo da Vinci Health Sciences Charter School or at any other school or a Charter School sponsored event at anytime 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

A student may be suspended or expelled 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 or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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 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.
- 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 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.
 - 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 the prescription drug Soma.
 - q. Engaged in or attempted to engage in hazing of another.
 - r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
 - s. Made terrorist threats against school officials and/or school property.
 - t. Committed sexual harassment.
 - u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 - v. 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.
- Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

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 and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director 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 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.

This conference shall be held within two 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardian

At the time of the suspension, an administrator or 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 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.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's 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. 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.

Authority to Expel

A student may be expelled either by the Leonardo da Vinci Health Sciences Charter School Board of Trustees following a hearing before it or by the Leonardo da Vinci Health Sciences Charter School Board of Trustees upon the recommendation of an Administrative Panel to be assigned by the Leonardo da Vinci Health Sciences Charter School Board of Trustees as needed.

The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Leonardo da Vinci Health Sciences Charter School Board of Trustees member of the Leonardo da Vinci Health Sciences Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Only the Director or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. 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.

In the event an administrative panel hears the case, it will make a recommendation to the Leonardo da Vinci Health Sciences Charter School Board of Trustees for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the 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 Leonardo da Vinci Health Sciences 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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. Leonardo da Vinci Health Sciences Charter School 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 which shall be examined only by the Charter School, Panel Chair or the hearing officer in 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 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. Leonardo da Vinci Health Sciences Charter School 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 panel 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 person 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 person 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person 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, Leonardo da Vinci Health Sciences Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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 and sworn declarations may be admitted as testimony from witnesses of whom the Charter School Board of Trustees, 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 who will make a final determination regarding the expulsion. The final decision by the Charter School Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Charter School Board of Trustees is final.

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

Written Notice to Expel

The Director or designee following a decision of the Leonardo da Vinci Health Sciences Charter School Board of Trustees to expel shall send written notice of the decision to expel, including the Charter School Board of Trustees' adopted findings of fact, to the student or parent/guardian.

This notice shall also include the following:

1. Notice of the specific offense committed by the student
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 Leonardo da Vinci Health Sciences Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the Chula Vista Elementary School District.

This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Leonardo da Vinci Health Sciences 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 a transcript of grades or report card and health information.

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

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.

Rehabilitation Plans

Students who are expelled from the Leonardo da Vinci Health Sciences Charter School shall be given a rehabilitation plan upon expulsion as developed by the Leonardo da Vinci Health Sciences Charter School Board of Trustees 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 year from the date of expulsion when the pupil may reapply to Leonardo da Vinci Health Sciences Charter School

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 Leonardo da Vinci Health Sciences Charter School Board of Trustees following a meeting with the Director and the pupil and 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 Charter School Board of Trustees following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Leonardo da Vinci Health Sciences Charter School's capacity at the time the student seeks readmission.

VIII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

The Leonardo da Vinci Health Sciences Charter School relies on State and Federal funding sources to support the basic program, instruction and curriculum. Grant money is used to enhance learning opportunities and provide extra activities and events. Leonardo da Vinci Health Sciences Charter School teachers serving on the Audit/Budget Committee will be trained in the financial planning, reporting and accountability necessary for charter school management.

Financial Reporting

The Leonardo da Vinci Health Sciences Charter School shall provide financial reports to CVESD and the San Diego County Office of Education (SDCOE) in accordance with Education Code Section 47604.33

1. On or before July 1, a preliminary budget.
2. On or before December 15, an interim financial report. This report shall reflect changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent audit for the previous fiscal year shall be delivered to CVESD, SDCOE, California State Department of Education, and the California State Controller as outlined in section G, Audits.
3. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
4. On or before September 15, a final un-audited report for the full prior year. The report shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Leonardo da Vinci Health Sciences Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from CVESD, SDCOE, and/or from California Department of Education. The Charter School shall consult with the CVESD, SDCOE and the California Department of Education regarding any inquiries. The Charter School shall provide CVESD with all other financial reporting requirements as outlined in the Memorandum of Understanding between The Leonardo da Vinci Health Sciences Charter

School and Chula Vista Elementary School District.

Insurance

The Leonardo da Vinci Health Sciences Charter School maintains and finances general liability, workers compensation, and other necessary insurance of the types and in the amounts required for by schools and organizations of similar size.

The Leonardo da Vinci Health Sciences Charter School develops, implements, and ensures compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts.

Administrative Services

The director of Leonardo da Vinci Health Sciences Charter School will assume the lead responsibility for administering the Charter School under the policies 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.

Facilities

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.

Transportation

Transportation for students will not be provided by the Leonardo da Vinci Health Sciences Charter School. Students beyond walking distance will be encouraged to use public transportation where feasible.

Annual Independent Audits (ELEMENT 1)

An annual fiscal audit of the Leonardo da Vinci Health Sciences Charter School, as required

under the Charter Schools Act, will be conducted by an independent auditor with experience in education finance and will be produced using generally accepted accounting principles.

The Audit/Budget Governance Committee of the Leonardo da Vinci Health Sciences Charter will be primarily responsible for contracting and overseeing the independent audit. They will ensure compliance with the guidelines specified in the Charter School K-12 Audit Guide (subdivision of the California K-12 Audit Guide) specifically in regard to independent study contracts, attendance accounting, written contemporaneous records, and instructional minutes.

The annual audit will be submitted to Chula Vista Board of Education (CVESD), San Diego County Office of Education, State Department of Education, and any other governmental agencies as required by law by December 15th of the year following the end of the fiscal year.

The Audit/Budget Governance Committee will resolve audit exceptions and deficiencies within thirty days of receipt of the annual audit. All exceptions and deficiencies and their remedies and will be communicated to the CVESD within forty-five days. The dispute resolution process outlined in Section VI of this charter application will be followed if exceptions and deficiencies cannot be resolved informally.

Closure Protocol (ELEMENT P)

Governing Law: A description of the procedures to be used if the charter school closes- Education Code Section 47605(b)(5)(p)

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 the Leonardo da Vinci Health Sciences Charter School will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The Board of Trustees will within ten calendar days notify the Chula Vista Elementary School District, 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. The above named agencies will also be informed of the pupils' school districts of residence, and how parents may obtain pupil records. Inquires regarding the closure shall be directed to the Director and the Board of Trustees of the Leonardo da Vinci Health Sciences Charter School. 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 the Leonardo da Vinci Health Sciences Charter School of the closure and to 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 Leonardo da Vinci Health Sciences Charter School.

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 Leonardo da Vinci Health Sciences Charter School.

Within six months of school closure, Leonardo da Vinci Health Sciences Charter School 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 Leonardo da Vinci Health Sciences 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 Leonardo da Vinci Health Sciences Charter School's Audit/Budget Governance Committee, and will be provided to the Chula Vista Elementary School District promptly upon its completion.

On closure of Leonardo da Vinci Health Sciences Charter School, 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. On 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.

IX. IMPACT ON THE CHARTER AUTHORIZER

Leonardo da Vinci Health Sciences Charter School will have negligible financial impact on the Chula Vista Elementary School District because:

- Leonardo da Vinci Health Sciences Charter School will be a non-profit corporation;
- Leonardo da Vinci Health Sciences Charter School will carry the appropriate insurance including liability, errors and omissions;
- Leonardo da Vinci Health Sciences Charter School recognizes the need for at least a District annual school visit and the designation of a District employee as liaison;
- Leonardo da Vinci Health Sciences Charter School initially chooses not to request a regular school site and anticipates leasing a facility not owned by the District but reserves the right to do so;
- Leonardo da Vinci Health Sciences Charter School reserves the right to apply for Proposition 39 facilities. In 2010-11, the Charter School may request open land, where portable school buildings might be placed, or a professional office style building if such is owned by the District as the Charter School may wish to provide an alternate learning

environment for its students;

- Leonardo da Vinci Health Sciences Charter School will be a small school, opening with approximately 160 students.

To Summarize the Impact on Charter Authorizer:

- Leonardo da Vinci Health Sciences Charter School is being started by professionals with many years experience and will not require services from the District other than those paid for by the school;
- Leonardo da Vinci Health Sciences Charter School will be a small school;
- Initially, Leonardo da Vinci Health Sciences Charter School is not requesting a school site, but reserves the right to do so;
- Leonardo da Vinci Health Sciences Charter School will provide a needed choice for students and families who need a flexible scheduling option and small class sizes.