

2017 SARC: Leonardo da Vinci Health Sciences Charter School

School Contact Information (School Year 2017-18)

School Information	
School Name	Leonardo da Vinci Health Sciences Charter
Street	229 East Naples
City, State, Zip	Chula Vista, CA 91911
Phone Number	619.420.0066 extension 3519
Principal	Josh Stepner
E-mail Address	director@davincicharter.org
School Website	http://www.davincicharter.org/
CDS Code	37680230119594

District Contact Information (School Year 2017-18)

District Information	
District Name	Leonardo da Vinci Health Sciences Charter
Street	229 East Naples
City, State, Zip	Chula Vista, CA
Phone	619.420.0066
Superintendent	Josh Stepner
Web Site	www.davincicharter.org
E-mail	josh.stepner@davincicharter.org

School Description and Mission Statement (School Year 2017-18)

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.

Opportunities for Parental Involvement (School Year 2017-18)

Parent Volunteer Hours

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

There are several ways you can serve as a volunteer:

Classroom: Instruction; run copies; cut (prep work for the teacher); Room Parent.

Serve as an active member on our Board of Trustees and/or Governance Committees: Teachers, staff, parents, and community members serve as members of our governance structure.

Before and After School: Traffic in the parking lot; supervision of students.

Recess and Lunch: Supervision of students.

Everyone A Reader (EAR) Program: One hour working with a team of four students for 15 minutes each. Those same four students read 3-4 days a week for 4 different tutors who form a team.

At Home: Check with your child's teacher to see what projects can be done at home for class.

Donation of Classroom Supplies/Materials and/or Monetary Donations: Donations of supplies and materials and/or monetary donations can help LdVCS and are always welcome. Please contact your child's teacher or the director if you have questions about how you can volunteer.

[School Safety Plan \(School Year 2017-18\)](#)

The purpose of this Emergency Management Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables Leonardo da Vinci Health Sciences Charter school and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving Leonardo da Vinci Health Sciences Charter School.

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

[School Facility Conditions and Planned Improvements \(School Year 2017-18\)](#)

Year and month of the most recent FIT report:

09/2017

LdVCS utilizes a facility provided by the Chula Vista Elementary School District (CVESD). We share a campus with a district elementary school, Kellogg Elementary, and with a preschool operated by the Sweetwater Union High School District. We have 14 classrooms, space for an office, a lounge/storage area, a custodial

shed, two restrooms for boys, two restrooms for girls, and one restroom for adults. The facility is clean and safe. Although adequate for the most part, we are in need of a private space for our school psychologist and a space for staff to work with pullout groups.

The facility provides a tremendous amount of space in which LdVCS has developed a garden. The LdVCS garden allows for garden-based learning on three levels: each classroom has its own garden bed, we have a multiage group of students as part of a garden club which helps maintain the entire garden, and parents and students are invited to visit and work in the garden on open garden Fridays.

The administration from LdVCS and Kellogg meet over the summer to plan schedules for shared spaces. We have created an online calendar for keeping track of events that use shared spaces, communicate regularly by phone, email and text messages, and meet in person every two weeks.

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

School Facility Good Repair Status (School Year 2017-18)

System Inspected	Repair Status (the marks should match your most recent)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

System Inspected	Repair Status (the marks should match your most recent)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	14	14	14
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships,	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level,	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level,	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career	0	◆
Library Media Teacher (Librarian)	1	◆
Library Media Services Staff (paraprofessional)	0	◆
Psychologist	1	◆
Social Worker	0	◆
Nurse	1	◆
Speech/Language/Hearing Specialist	1	◆
Resource Specialist (non-teaching)	1	◆
Other	0	◆

◆ Means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2016

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption	Percent of Students Lacking Own Assigned
Reading/Language Arts	Lucy Caulkins Imagine Learning SIPPS Reading Plus	Yes	0
Mathematics	Eureka Mathematics Excel Math (Summer)	Yes	0
Science	TCI: Science - Digital Resources	Yes	0
History-Social Science	TCI: Social Studies - Digital Resources	Yes	0
Foreign Language	Rockalingua	Yes	0
Health	Macmillan/McGraw-Hill: Health and Wellness	Yes	0
Visual and Performing Arts	N/A		0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption	Percent of Students Lacking Own Assigned
Science Laboratory Equipment	♦	♦	

♦ Means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher
	Total	Supplemental / Restricted Sources	Basic/ Unrestricted Sources	
School Site				
District	♦	♦		44,573
Percent Difference: School Site and District	♦	♦		
State	♦	♦		44,573
Percent Difference: School Site and State	♦	♦		

♦ Means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

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

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

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

District oversight fee—facilities, Special Education encroachment

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

Professional Development (2015-16, 2016-17 and 2017-18)

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

Project Based Learning:

PBL 101 was BIE's three-day onsite workshop. Based on BIE's model of Gold Standard PBL, the workshop provides participants with the skills and knowledge needed to design, assess and manage a rigorous, relevant, and standards-based project. The workshop models the project process. Facilitated by BIE's expert National Faculty Member Aaron Eisberg, the workshop is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Participants are actively engaged in project design, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and BIE National Faculty.

ELPAC Training

Parent Institute for Quality Education

- Establishing the Collaboration Between Home, School, and Community
- Fostering Self-Esteem and Academic Achievement
- Relating Positive Discipline with Academic Achievement
- Reviewing Academic Standards and Preparing for the Teacher Conference
- Understanding Better the School System
- Becoming Familiar with the College Requirements

English Language Development: Dr. Jill Kerper Mora

Sokikom: Math Support/Supplemental Digital

Resource

Restorative Practices: Using circles effectively in the classroom Eureka Mathematics Training

Words Their Way Training with Julie Lay and

Kerianne Miller Structured Word Inquiry: Dr. Peter

Bowers - Nueva School Imagine Learning: ELL

Resources and strategies

Illuminate: Database and assessments

Staff Meetings: School business

School Completion and Postsecondary Preparation

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	