

CHARTER RENEWAL PETITION

Charter Term: July 1, 2027 - June 30, 2032

Submitted to the Chula Vista Elementary School District (CVESD)

Submission Date: August 14, 2026

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Affirmations and Declaration

As the authorized lead petitioner, I, Courtney Cox, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Leonardo da Vinci Health Sciences Charter School ("LdVCS" or the "Charter School"), and located within the boundaries of the Chula Vista Elementary School District ("CVESD" or the "District") is true to the best of my knowledge and belief. In accordance with Education Code Section 47605(b), I hereby certify that I deem this renewal petition to be complete for purposes of commencing the timelines for the District's review and approval. Furthermore, I affirm the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)].
2. The Charter School declares that it shall be deemed the exclusive public school employer of the employees of The School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)].
3. The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)].
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)].
5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)].

7. The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
9. The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district. [Ref. Education Code Section 47605(l)(1)].
10. The Charter School shall, at all times, maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)].
13. The Charter School may encourage parental involvement but shall notify parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at the Charter School. [Ref. Education Code Section 47605(n)].
14. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the

student is 18 years of age or older: (i) when a parent/guardian or student inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)].

15. The Charter School shall, at a governing body meeting, obtain the approval of the governing body of the Charter School for any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year. [Ref. Education Code Section 47605(e)(6).]
16. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)].
17. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d).
18. The Charter School shall comply with any applicable jurisdictional limitations pertaining to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1].
19. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610].
20. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
21. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").
22. The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
23. The Charter School shall comply with the Ralph M. Brown Act ("Brown Act").
24. The School shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("Section 1090").
25. The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("PRA").
26. The Charter School shall comply with applicable residency and school attendance rights for foster and homeless children.
27. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Courtney Cox, Executive Director

Date

Executive Summary

Leonardo da Vinci Health Sciences Charter School ("LdVCS" or the "Charter School") respectfully submits this petition to the Chula Vista Elementary School District ("CVESD" or the "District") for renewal of its charter for a five-year term. This Executive Summary provides insight of the Charter School's accomplishments during the current charter term and previews the story this petition tells: how LdVCS meets and exceeds the requirements of Assembly Bill 1505 through analysis of the school's performance on the 2023, 2024, and 2025 California School Dashboard, the California Department of Education's (CDE) ELA and Math Growth Model Data published on the 2024 and 2025 Dashboards, and the school's performance on the State Board of Education's (SBE) approved verified data, i-Ready for Reading and Mathematics.

During the 2024-25 school year, LdVCS proudly celebrated its 15th anniversary, marking fifteen years of providing high-quality public charter education to students and families in Chula Vista, and the school now enters its 17th year of operation. Over that time, LdVCS has grown from its founding into a thriving TK-6 charter school recognized for its health sciences focus, its whole-child approach to education, and its strong community partnerships. This longevity reflects organizational stability, fiscal responsibility, and the sustained trust of the families and community the school serves.

A Record of Sustained Growth and Community Trust

Families choose LdVCS, and they stay. The Charter School has grown from approximately 225 students in 2021-22 to more than 330 students in 2026-27, an increase of nearly 47%, reflecting the community's confidence in the school's academic program, health sciences identity, and student-centered approach. Increased enrollment has strengthened the school's financial sustainability, expanded staffing and student services, and increased academic and enrichment opportunities while preserving the small-school relationships that define the LdVCS experience. The school strengthened its early learning pathway by launching a Transitional Kindergarten program, giving Chula Vista families a trusted educational pathway from the earliest stages of a child's education, and strong student retention year after year demonstrates that families feel connected, valued, and supported. To secure this growth for the long term, LdVCS strategically acquired a new contiguous site, a major accomplishment for the school and its educational program. This investment strengthens operational stability, expands the school's capacity to support students, and ensures the Charter School can continue serving more students for years to come.

Academic Excellence and Continuous Improvement

LdVCS achieved accreditation through the Western Association of Schools and Colleges (WASC). This rigorous external review validated the school's academic programs, student support systems, governance practices, and organizational effectiveness.

The school's academic gains are the product of deliberate systems built during the current charter term. LdVCS developed a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic intervention, behavioral supports, attendance monitoring, and social-emotional services. Universal screeners, Response to Intervention (RTI), Student Success Teams, and regular data meetings ensure that students receive timely support based on

individual needs. The school also significantly expanded its student support team, adding a Dean of Students, a school counselor, a Board-Certified Behavior Analyst (BCBA), additional education specialists, and intervention staff.

Equally important is the school's professional culture. LdVCS achieved 100% teacher retention for the 2026-27 school year, an accomplishment sustained through instructional coaching, Professional Learning Communities, and ongoing professional development. A stable, expert teaching team preserves institutional knowledge, strengthens relationships with students and families, and ensures instructional consistency for every student. The school's 2026-27 LCAP deepens this work by integrating MTSS with the four pillars of the California Community Schools Framework, reflecting a clear commitment to a whole-child approach grounded in multiple forms of data and evidence-based practices.

Whole-Child Wellness, School Climate, and National Recognition

LdVCS's identity as a health sciences charter school is visible in every dimension of the student experience, and that commitment has earned national recognition. In 2025 and 2026, LdVCS was named an America's Healthiest Schools awardee by the Alliance for a Healthier Generation in all nine topic areas, up from six topic areas in the 2024 award cycle, and the school has earned the Healthier Generation All-Star Award two years in a row in recognition of its commitment to student wellness, nutrition, physical activity, and social-emotional health. The Charter School implemented a strong positive behavior framework built on prevention, relationship-building, and restorative practices, supported by the Dean of Students, clear behavior expectations, counseling supports, Habits of Mind recognition, and No Place for Hate initiatives; these efforts are reflected in the school's Blue performance level, the highest level on the Dashboard, on the 2025 Suspension Rate Indicator. Comprehensive attendance improvement systems, including monitoring, family outreach, incentives, home visits, and the San Diego County Office of Education’s (SDCOE) iCAN (I Can Attend Now) program, resulting in increased instructional time and a decline in chronic absenteeism rates at roughly twice the statewide pace. Students learn wellness by living it: an expanded school garden and outdoor learning program integrates science, nutrition, environmental stewardship, and NGSS-aligned project-based learning; an expanded Physical Education program builds fitness, teamwork, and lifelong healthy habits; Proposition 28 funding has expanded access to high-quality visual and performing arts for all students; and the Expanded Learning Opportunities Program (ELO-P) serves approximately 100 students with before- and after-school academic intervention, enrichment, physical fitness, arts, STEM, and social-emotional learning while supporting working families.

Equity, Inclusion, Family Partnership, and Stewardship

LdVCS prioritizes equitable access and support for all students, including students with disabilities, English learners, and students requiring academic, behavioral, or social-emotional support, through expanded intervention systems, Special Education services, ELD supports, counseling, and inclusive instructional practices. The school's Spanish program builds students' language proficiency, cultural appreciation, and biliteracy skills, and students share their talents with the broader community through public performances, including performing at a San Diego Gulls hockey game. Family engagement opportunities offered during the school day and in the

evening strengthen the partnerships that make the school community thrive. These accomplishments rest on a foundation of strong governance and financial stewardship: an engaged Board of Trustees, supported by committees focused on finance, academics, facilities, and organizational growth, provides strategic oversight and long-term planning, and responsible budgeting and effective grant management have allowed the school to expand services, increase staffing, acquire property, and support enrollment growth while prioritizing student outcomes.

Meeting and Exceeding the Requirements of AB 1505: The Story This Petition Tells

Assembly Bill 1505 (2019) restructured charter renewal in California, directing authorizers to base renewal decisions on the performance of the charter school on the state and local indicators of the California School Dashboard, to give greater weight to measurements of academic performance, and, for middle tier schools such as LdVCS, to consider clear and convincing evidence of measurable increases in academic achievement demonstrated by verified data. (Education Code Section 47607.2(b).) This petition demonstrates that LdVCS meets and exceeds that standard through three complementary bodies of evidence.

First, the petition presents a comprehensive analysis of LdVCS performance compared to the State of California on the 2023, 2024, and 2025 Dashboards across the state indicators, schoolwide and by student group. On the 2025 Dashboard, LdVCS reached the Yellow performance level schoolwide in both ELA and Math, improving at roughly four times the statewide rate in both subjects; the school now outperforms the State of California in mathematics schoolwide and for every numerically significant student group; the socioeconomically disadvantaged and Hispanic student groups outperform their statewide counterparts in ELA; chronic absenteeism has fallen at roughly twice the statewide pace; and the school earned the Blue performance level, the Dashboard's highest, on the Suspension Rate Indicator, with a 0% suspension rate for English learners.

Second, the petition presents the CDE's ELA and Math Growth Model Data, published for the first time on the 2024 Dashboard and assigned Growth Performance Levels on the 2025 Dashboard. Where the Academic Indicators measure position relative to grade-level standard, the Growth Model Data measures trajectory: how much students are improving year over year relative to similarly performing students across California. On the 2024 Dashboard, LdVCS students' growth scores in ELA were on average 7 points above the typical growth of students with similar prior scores, with Math growth 4 points above typical. On the 2025 Dashboard, LdVCS earned Exceptional Growth Performance Levels, the highest of the five levels adopted by the State Board of Education, in both ELA and Math schoolwide. For the socioeconomically disadvantaged and Hispanic student groups earning Exceptional Growth, the highest possible level, in both subjects; and for English Learners, and Students with Disabilities earning Accelerated Growth. For a school serving a high proportion of historically underserved students, this externally calculated, CDE-published growth evidence is the most direct measure of the school's effect on student learning.

Third, the petition presents the school's performance on i-Ready for Reading and Mathematics, an assessment on the State Board of Education's approved verified data list, providing the clear and convincing evidence required of middle tier schools under Education Code Section

47607.2(b)(3): measurable increases in academic achievement, defined as at least one year's progress for each year in school. Together, the Dashboard indicator analyses, the CDE Growth Indicators, and the i-Ready verified data tell a single, consistent story: LdVCS students, including its English learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, are learning and growing faster than their peers across California.

The Case for Renewal

The accomplishments of the current charter term and the evidence previewed above tell a consistent story: a stable, growing, well-governed school that has built the systems (MTSS, instructional coaching, whole-child supports, and family partnership) that are now producing accelerating academic results, top-tier student growth, a nationally recognized school climate, and some of the strongest suspension and attendance trajectories in the state's accountability system. As demonstrated throughout this petition, LdVCS meets and exceeds the criteria for renewal as a middle tier charter school under Education Code Section 47607.2(b). The Charter School respectfully requests that the Chula Vista Elementary School District renew its charter for a five-year term so that LdVCS may continue this work on behalf of the students and families of Chula Vista.

Justification for a Five-Year Renewal Term Under AB 1505

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (Middle Tier)

Leonardo da Vinci Health Sciences Charter School (LdVCS)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

Leonardo da Vinci Health Sciences Charter School (the "Charter School" or "LdVCS") fits into the middle tier, as determined by law and the California Department of Education, and is eligible for charter renewal for a five-year term, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

To document middle tier status, this analysis focuses on LdVCS schoolwide and numerically significant student group performance on the Dashboard, with "greater weight" given to the academic indicators (ELA, Math, Science, and ELPI), and then on the clear and convincing evidence demonstrated by "verified data," namely CAASPP results as well as i-Ready Reading & Math assessments, that demonstrate at least one year's progress for each year in school, equal to similar peers.

Academic Indicator Methodology: Distance from Standard

The Dashboard reports two Academic Indicators for schools serving students in grades three through eight: one for English language arts/literacy (ELA) and one for mathematics. Both are calculated using Distance from Standard (DFS), which measures how far the average student score on the Smarter Balanced Summative Assessments falls above or below the lowest possible scale score for Level 3 (Standard Met). A DFS of 0 means the average student scored exactly at the Standard Met threshold; negative values indicate the average student scored below that threshold, and positive values indicate the average student scored above it. Because DFS is reported on a common scale for schools, districts, and the state, it allows a direct comparison of LdVCS performance against statewide performance. All figures below are drawn from the 2023, 2024, and 2025 California School Dashboard.

Numerically Significant Student Groups

Education Code Section 47607.2(b)(1) directs the chartering authority to consider the schoolwide performance and the performance of the student groups served by the charter school on the state indicators. The students with disabilities (SWD) student group is not a numerically significant student group at LdVCS, and the Dashboard therefore does not assign it a performance level (shown as "No Level" in the tables below). LdVCS is not required to include the SWD student group in this analysis. However, the Charter School has included SWD data throughout this document for purposes of transparency and to demonstrate the school's commitment to addressing the achievement gaps of all underserved student groups, including those that fall below the numerical significance threshold.

ELA Academic Indicator: LdVCS Compared to California State Performance

The table below presents LdVCS and California State DFS results for the ELA Academic Indicator across the 2023, 2024, and 2025 Dashboards, schoolwide and for each numerically significant student group.

ELA Academic Indicator	2023 Dashboard		2024 Dashboard		2025 Dashboard	
	LdVCS	CA State	LdVCS	CA State	LdVCS	CA State
All Students	-23.6 Orange	-13.6 Orange	-45.2 Orange	-13.2 Orange	-22.4 Yellow	-8.1 Yellow
EL	-69 Orange	-67.7 Orange	-81.4 Red	-67.6 Orange	-67 Yellow	-59.9 Yellow
SED	-41.9 Orange	-42.6 Orange	-59 Orange	-40.9 Orange	-25.2 Yellow	-35.3 Yellow
*SWD	-82.7 No Level	-96.3 Red	-102.1 No Level	-95.6 Red	-104 No Level	-89.4 Orange
Hispanic	-30.7 Orange	-40.2 Orange	-45.4 Orange	-39.3 Orange	-26.3 Yellow	-33.7 Yellow

* Student Group is not numerically significant.

On the 2023 Dashboard, two of LdVCS's three numerically significant student groups outperformed their statewide counterparts in ELA. Socioeconomically disadvantaged students posted a DFS of -41.9 compared to -42.6 statewide, and Hispanic students posted -30.7 compared to -40.2 statewide (9.5 points above the state). English learners performed within 1.3 points of the statewide English learner result (-69.0 compared to -67.7). The SWD student group, reported voluntarily for transparency, also outperformed the statewide SWD group by 13.6 points (-82.7 compared to -96.3). Schoolwide, LdVCS earned the same Orange performance level as the state as a whole.

The 2024 Dashboard reflected a schoolwide decline, with the LdVCS DFS moving from -23.6 to -45.2 while the statewide result held essentially steady at -13.2. LdVCS remained at the same Orange performance level as the state schoolwide and for its socioeconomically disadvantaged and Hispanic student groups.

The 2025 Dashboard demonstrates a substantial and broad-based ELA recovery. LdVCS improved its schoolwide ELA DFS by 22.8 points in a single year, from -45.2 to -22.4, while the statewide result improved by 5.1 points, from -13.2 to -8.1. LdVCS improved at more than four times the statewide rate and moved from the Orange to the Yellow performance level, the same performance level as the state. Growth among the Charter School's underserved student groups was even stronger. Socioeconomically disadvantaged students improved by 33.8 points, from -59.0 to -25.2, and now outperform their statewide counterparts by 10.1 points (-25.2 compared to -35.3). Hispanic students improved by 19.1 points, from -45.4 to -26.3, and now outperform the state by 7.4 points (-26.3 compared to -33.7). English learners improved by 14.4

points, from -81.4 to -67.0, moving from the Red to the Yellow performance level and improving at nearly twice the statewide English learner rate of 7.7 points. On the 2025 Dashboard, every numerically significant LdVCS student group (English learners, socioeconomically disadvantaged students, and Hispanic students) is at Yellow in ELA, matching the statewide performance level.

The middle tier renewal standard does not require a school to exceed state performance on every indicator. Rather, Education Code Section 47607.2(b) directs the authorizer to consider schoolwide and student group performance on the state indicators, with greater weight on academic measures, alongside clear and convincing evidence of measurable increases in academic achievement demonstrated by verified data. The 2025 ELA results, in which LdVCS's socioeconomically disadvantaged and Hispanic student groups outperform the state and all color-assigned student groups reached Yellow, together with the i-Ready verified data presented elsewhere in this petition demonstrating at least one year's progress for each year in school, satisfy that standard.

Action Plan to Improve ELA Achievement and Close Achievement Gaps (2026-27 LCAP)

LdVCS is deeply committed to closing achievement gaps through its unified MTSS and its alignment with the California Community Schools Framework. The Charter School's 2026-27 LCAP anchors academic improvement in a unified MTSS that addresses academic and social-emotional needs together, so that students who are simultaneously English learners, students with disabilities, and socioeconomically disadvantaged receive integrated rather than fragmented support. The LCAP is also aligned to the four pillars of community schools: integrated student supports through the school's expanded MTSS and whole-child structures; expanded and enriched learning time through the Project-Based Learning launch, a broad course of study, and after-school enrichment; family and community engagement through ELAC, PAC, the Parent Leadership Team, and the Parent Workshop Series; and collaborative leadership through Professional Learning Communities, instructional coaching, the SDCOE iCAN Community of Practice, and the Curriculum and Assessment Governance Committee. Within that framework, the 2026-27 LCAP establishes the following ELA action plan, prioritizing evidence-based interventions designed to strengthen Tier 1 instruction, accelerate English learner outcomes, integrate support systems, and improve student access to rigorous, engaging instruction.

- **Priority 1: Strengthen Tier 1 Instruction for English Language Development (ELD in Every Classroom).** Implement a schoolwide academic language framework with non-negotiables for every classroom, including standards-aligned sentence frames, structured academic talk routines, and explicit vocabulary instruction tied to lesson objectives. All lessons will include daily speaking and writing expectations for English learners, and teachers will be trained to embed Integrated ELD strategies across ELA, math, science, and social studies.
- **Priority 2: Continue with Redesigned Designated ELD for Skill Acceleration.** Reduce ELD group sizes where possible, group English learners by true language proficiency level

rather than by grade level alone and align designated ELD instruction to the ELD standards and to specific skill gaps in grammar, syntax, vocabulary, and comprehension.

- **Priority 3: Integrate EL, SPED, and RTI Systems.** Create cross-functional student support teams that include EL, SPED, RTI, and general education staff, recognizing that many English learners are also students with disabilities and socioeconomically disadvantaged. Every intervention plan will answer three questions: What is the language need? What is the academic skill gap? How are both being addressed together? SPED accommodations will be aligned with language development strategies rather than treated as separate supports.
- **Priority 4: Tighten Progress Monitoring and Instructional Response.** Implement English learner progress checks using speaking samples, writing samples, and ELD proficiency descriptors. PLCs will identify which English learners are not growing and determine an instructional change within 7 to 10 days, with students dynamically regrouped every 4 to 6 weeks based on data.
- **Priority 5: Increase Academic Language Output.** Require daily structured opportunities for English learners to speak in complete academic sentences and write at least 2 to 5 sentences in response to learning, supported by oral rehearsal before writing, partner discourse structures, and evidence-based sentence frames. Classrooms will be monitored for student talk time versus teacher talk time.
- **Priority 6: Reduce Instructional Barriers Caused by Group Size and Staffing.** Review and reduce EL group sizes where possible for designated ELD and intervention blocks, place CLAD or EL-authorized staff where language instruction is delivered and provide coaching support for teachers without a strong EL certification background.
- **Priority 7: Increase Attendance and Access to Learning Time.** Target English learner families for attendance monitoring and intervention outreach, track EL attendance and tutoring participation rates, and implement a rapid response system for missed instruction that includes home contact within 24 to 48 hours.
- **Priority 8: Strengthen Leadership Monitoring of EL Instruction.** Instructional leaders will conduct weekly walkthroughs focused on academic language usage, student discourse, and EL scaffolding fidelity, using a common EL instruction rubric across all observations and reporting EL instructional trends monthly in leadership meetings.
- **Priority 9: Implement Ellevation as the EL/ELD Platform.** Implement Ellevation to centralize student information and proficiency growth measures in shared dashboards, keeping teams aligned and accountable and supporting a unified approach to English Language Development. DataWorks will be maintained alongside Ellevation.
- **Priority 10: Launch Project-Based Learning (PBL) to Strengthen Authentic Literacy and Academic Discourse.** Following the deferral of PBL from 2025-26 due to the demands of LETRS Year 2, launch PBL in 2026-27 as a core component of the Tier 1 instructional model. Implementation will include foundational professional development for all certificated staff, integration of grade-level ELA/literacy standards into project planning,

and intentional embedding of academic language routines, structured discourse, and evidence-based writing tasks within each project so that EL, SWD, and SED students gain consistent access to rigorous, grade-level literacy work. Instructional coaches will support unit design aligned to the school's health sciences identity and Habits of Mind, with fidelity monitored through classroom walkthroughs, PLC review of student work, and coach-led reflection cycles.

Math Academic Indicator: LdVCS Compared to California State Performance

The table below presents LdVCS and California State DFS results for the Math Academic Indicator across the 2023, 2024, and 2025 Dashboards, schoolwide and for each numerically significant student group.

Math Academic Indicator	2023 Dashboard		2024 Dashboard		2025 Dashboard	
	LdVCS	CA State	LdVCS	CA State	LdVCS	CA State
All Students	-51 Orange	-49.1 Orange	-60.3 Orange	-47.6 Orange	-39.7 Yellow	-42.4 Yellow
EL	-87.4 Orange	-93.4 Orange	-90.5 Orange	-93.4 Orange	-77.4 Yellow	-86.1 Yellow
SED	-71.9 Orange	-80.8 Yellow	-74.9 Orange	-78.2 Orange	-43.3 Yellow	-72.9 Yellow
*SWD	-135.3 No Level	-127.3 Orange	-106.4 No Level	-124.3 Red	-118.1 No Level	-120.7 Orange
Hispanic	-59.2 Orange	-80.8 Orange	-62.6 Orange	-79.2 Orange	-43.5 Yellow	-73.6 Yellow

* Student Group is not numerically significant.

Comparison 2023, 2024, and 2025 Dashboards: LdVCS's underserved student groups have consistently outperformed their statewide counterparts in mathematics across all three Dashboard years. English learners at LdVCS outperformed English learners statewide on the 2023 Dashboard (-87.4 compared to -93.4), the 2024 Dashboard (-90.5 compared to -93.4), and the 2025 Dashboard (-77.4 compared to -86.1, a gap of 8.7 points in the Charter School's favor). Socioeconomically disadvantaged students outperformed the state in 2023 (-71.9 compared to -80.8), 2024 (-74.9 compared to -78.2), and 2025 (-43.3 compared to -72.9, a gap of 29.6 points in the Charter School's favor). Hispanic students outperformed the state in all three years as well, by 21.6 points in 2023, 16.6 points in 2024, and 30.1 points in 2025. The SWD student group, reported voluntarily for transparency, outperformed the statewide SWD group on both the 2024 Dashboard (-106.4 compared to -124.3) and the 2025 Dashboard (-118.1 compared to -120.7).

The 2025 Dashboard results also demonstrate a substantial schoolwide acceleration in mathematics. LdVCS improved its schoolwide Math DFS by 20.6 points in a single year, from -60.3 on the 2024 Dashboard to -39.7 on the 2025 Dashboard, while the statewide result improved by 5.2 points over the same period, from -47.6 to -42.4. LdVCS improved at nearly four times the statewide rate, moved from the Orange to the Yellow performance level, and now outperforms the State of California schoolwide in mathematics (-39.7 compared to -42.4). Growth among student groups was even stronger: socioeconomically disadvantaged students improved by 31.6 points, Hispanic students by 19.1 points, and English learners by 13.1 points

from the 2024 to the 2025 Dashboard, with each of these groups reaching the Yellow performance level.

These results carry particular weight under Education Code Section 47607.2(b)(2), which requires the authorizer to give greater weight to measurements of academic performance. In mathematics, LdVCS is outperforming the state schoolwide and for every numerically significant student group on the most recent Dashboard, and its trajectory of improvement substantially exceeds the statewide trajectory.

Action Plan to Improve Math Achievement and Close Achievement Gaps (2026-27 LCAP)

Consistent with the Charter School's commitment to closing achievement gaps through its unified MTSS and the Community Schools Framework described above, the 2026-27 LCAP establishes the following Math action plan, prioritizing evidence-based interventions designed to strengthen Tier 1 math instruction, establish a coherent math assessment and intervention system, accelerate English learner outcomes in math, and integrate math learning into the school's Project-Based Learning model.

- **Priority 1: Launch the Deferred Common Core Math Tier 1 Focus.** With LETRS Year 2 concluding, redirect professional development capacity to launch the Common Core Math initiative deferred from 2025-26, including professional development on the Standards for Mathematical Practice, grade-level content standards, rigor across procedural fluency, conceptual understanding, and application, and grade-level math non-negotiables embedded within the Tier 1 Promise framework.
- **Priority 2: Establish a Schoolwide Math Benchmark and Screening System.** Select and implement a schoolwide math benchmark and screening system that complements i-Ready, using benchmark data to identify Tier 2 and Tier 3 math intervention needs, monitor grade-level progress, and drive PLC discussions, with clear assessment windows and data review cycles aligned to existing ELA assessment routines.
- **Priority 3: Build Dedicated Math RTI Capacity.** Allocate intervention time and Instructional Aide capacity to math intervention, addressing the identified gap that RTI has been focused on ELA. Identify evidence-based math intervention programs aligned to student skill gaps, provide professional development for RTI staff and Instructional Aides on math intervention delivery, and form and dynamically regroup intervention groups using benchmark and progress monitoring data.
- **Priority 4: Strengthen Tier 1 Math Instruction for English Learners.** Recognizing that English learners represent the most significant student group gap on the Math indicator, embed integrated ELD strategies within math instruction, including explicit teaching of math vocabulary and academic language, sentence frames for mathematical reasoning and discourse, structured opportunities for students to explain and justify their thinking in speaking and writing, and use of visual representations, manipulatives, and oral rehearsal before written work.

- **Priority 5: Integrate EL, SPED, and RTI Systems for Math Support.** Mirror the integration approach used for ELA by creating cross-functional student support teams that ensure every intervention plan addresses the language need, the math skill gap, and how both are being addressed together, with SPED accommodations aligned to math instructional strategies.
- **Priority 6: Targeted Third-Grade State Test Preparation.** Implement structured math test preparation in third grade, including familiarization with item types, online testing tools and interfaces, and grade-level math content expectations, with readiness work beginning in earlier grade levels to build cumulative familiarity.
- **Priority 7: Tighten Math Progress Monitoring and Instructional Response Through PLCs.** Use PLC time to review math benchmark and progress monitoring data, identify students who are not growing, and determine an instructional change within 7 to 10 days, regrouping students for intervention every 4 to 6 weeks and documenting instructional adjustments across PLCs to build collective practice.
- **Priority 8: Increase Attendance and Access to Math Learning Time.** Apply the rapid response and attendance intervention strategies developed for the English learner population to students with chronic math performance concerns, track tutoring participation and attendance trends for students receiving math intervention, and implement home contact within 24 to 48 hours for missed instruction.
- **Priority 9: Strengthen Leadership Monitoring of Math Instruction.** Expand the instructional leadership walkthrough protocol to include math-specific look-fors, including evidence of the Standards for Mathematical Practice, student discourse around mathematical reasoning, use of manipulatives and visual representations, and rigor across procedural fluency, conceptual understanding, and application, using a common math instruction rubric and reporting math instructional trends monthly in leadership meetings.
- **Priority 10: Launch Project-Based Learning (PBL) to Strengthen Authentic Math Application and Discourse.** Launch PBL in 2026-27 as a core component of the Tier 1 instructional model and a vehicle for deepening authentic math application across content areas, including foundational professional development for all certificated staff, integration of grade-level math content and practice standards into project planning, and intentional embedding of mathematical reasoning, problem-solving, data analysis, and quantitative communication within each project. Instructional coaches will support unit design aligned to the school's health sciences identity and Habits of Mind, with implementation fidelity monitored through classroom walkthroughs, PLC review of student work, and reflection cycles led by the Math Instructional Coach.

English Learner Progress Indicator (ELPI): LdVCS Compared to California State Performance

The ELPI reports the progress English learners are making toward English language proficiency, based on the Summative English Language Proficiency Assessments for California (ELPAC). ELPI Status is the share of English learners who advanced at least one ELPI level, or maintained the highest level, between the prior and current year Summative ELPAC administrations. The table below presents LdVCS and California State ELPI results across the 2023, 2024, and 2025 Dashboards.

English Learner Progress Indicator (ELPI): EL			
Dashboard	2023	2024	2025
LdVCS	51.9% Orange	47.9% Orange	44% Orange
CA State	48.7% Yellow	45.7% Orange	46.4% Yellow
Performing Above or Below the State	✅ ABOVE	✅ ABOVE	❌ BELOW

Comparison 2023, 2024, and 2025 Dashboards: LdVCS outperformed the State of California on the ELPI on two of the three most recent Dashboards. On the 2023 Dashboard, 51.9% of LdVCS English learners made progress toward English language proficiency compared to 48.7% statewide, a difference of 3.2% in the Charter School's favor. On the 2024 Dashboard, LdVCS again outperformed the state, at 47.9% compared to 45.7%, while both LdVCS and the state as a whole were at the Orange performance level. On the 2025 Dashboard, the LdVCS rate declined to 44.0% while the statewide rate rose to 46.4%, placing the Charter School 2.4% below the state.

The Charter School has candidly identified English learner progress as its most pressing improvement priority. Through its 2026-27 LCAP needs assessment, LdVCS attributes the 2025 decline to a combination of factors identified with its educational partners: enrollment growth that is bringing in newcomers arriving at low initial levels of English proficiency, the persistence of long-term English learners who were not reclassified early on or who have disabilities that make exit from EL status more difficult, compounded needs among students who are simultaneously English learners, socioeconomically disadvantaged, and students with disabilities, high chronic absenteeism within the EL population, and ELD group sizes that have grown too large to be as effective as desired. Importantly, the ELPI results must be read alongside the 2025 academic outcomes for the same student group: LdVCS English learners improved by 14.4 points in ELA (moving from Red to Yellow) and by 13.1 points in Math (where they outperform English learners statewide by 8.7 points), demonstrating that the Charter School's English learners are accelerating academically even as the school redesigns its English language development program.

Action Plan to Improve ELPI Outcomes and Close Achievement Gaps (2026-27 LCAP)

Consistent with the Charter School's commitment to closing achievement gaps through its unified MTSS and the Community Schools Framework, the 2026-27 LCAP establishes the following ELPI action plan, prioritizing evidence-based interventions designed to strengthen Tier 1 language development, redesign designated ELD for skill acceleration, integrate EL with SPED and RTI systems, increase progress monitoring cadence, and address staffing and group size constraints.

- **Priority 1: Strengthen Tier 1 Instruction for English Language Development (ELD in Every Classroom).** Implement a schoolwide academic language framework with non-negotiables for every classroom, including standards-aligned sentence frames, structured academic talk routines, and explicit vocabulary instruction, with daily speaking and writing expectations for English learners and Integrated ELD strategies embedded across ELA, math, science, and social studies.
- **Priority 2: Redesign Designated ELD for Skill Acceleration.** Reduce designated ELD group sizes where possible, group English learners by true language proficiency level rather than by grade level alone and align designated ELD instruction to the California ELD Standards and to specific skill gaps in grammar, syntax, vocabulary, and comprehension.
- **Priority 3: Integrate EL, SPED, and RTI Systems.** Create cross-functional student support teams spanning EL, SPED, RTI, and general education staff so that every intervention plan addresses the language need, the academic skill gap, and how both are being addressed together, with SPED accommodations aligned to language development strategies.
- **Priority 4: Tighten Progress Monitoring and Instructional Response.** Implement English learner progress checks using speaking samples, writing samples, and ELD proficiency descriptors, with PLCs identifying which English learners are not growing and determining an instructional change within 7 to 10 days, and regrouping students every 4 to 6 weeks.
- **Priority 5: Increase Academic Language Output.** Require daily structured opportunities for English learners to speak in complete academic sentences and write 2 to 5 sentences in response to learning, supported by oral rehearsal, partner discourse structures, and evidence-based sentence frames, with classrooms monitored for student talk time versus teacher talk time.
- **Priority 6: Reduce Instructional Barriers Caused by Group Size and Staffing.** Review and reduce EL group sizes for designated ELD and intervention blocks, place CLAD or EL-authorized staff where language instruction is delivered, address the identified CLAD credential issue affecting two certificated teachers, and provide coaching support for teachers without a strong EL certification background.

- **Priority 7: Increase Attendance and Access to Learning Time for EL Students.** Target English learner families for attendance monitoring and intervention outreach, track EL attendance and tutoring participation rates, and implement a rapid response system for missed instruction that includes home contact within 24 to 48 hours.
- **Priority 8: Strengthen Leadership Monitoring of EL Instruction.** Conduct weekly instructional leadership walkthroughs focused on academic language usage, student discourse, and EL scaffolding fidelity, using a common EL instruction rubric and reporting EL instructional trends monthly in leadership meetings.
- **Priority 9: Implement Ellevation as the EL/ELD Platform.** Implement Ellevation to centralize student information, ELPAC results, and proficiency growth measures in shared dashboards, keeping teams aligned and accountable for English learner growth and moving the program beyond compliance toward meaningful language development. DataWorks will be maintained alongside Ellevation.
- **Priority 10: Establish Early and Timely Reclassification Practices to Reduce LTEL Persistence.** Establish a clear schoolwide reclassification process and timeline, conduct regular reclassification readiness reviews using ELPAC results, academic performance, and teacher input, and develop a differentiated instructional approach for the current LTEL population. For LTELs with disabilities that make exit more difficult, EL and SPED teams will coordinate to develop appropriate alternative reclassification pathways consistent with state and federal guidance.
- **Priority 11: Launch Project-Based Learning (PBL) as a Tier 1 Vehicle for Integrated ELD.** As PBL launches schoolwide in 2026-27, intentionally design PBL units to provide authentic, sustained opportunities for English learners to engage in academic discourse, collaborative inquiry, evidence-based writing, and oral presentation, with instructional coaches supporting embedded integrated ELD strategies, sentence frames, structured discourse routines, and tiered language scaffolds.

Science Indicator: LdVCS Compared to California State Performance

With the release of the 2025 Dashboard, the California State Board of Education added the Science Indicator and assigned it a performance level (color) for the first time; the 2024 results shown below were reported for informational purposes without performance levels. The Science Indicator is based on student performance on the California Science Test (CAST) and the California Alternate Assessment for Science, reported as Science Points (SP), a simplified 0 to 100 scale that converts each student's scale score so that results can be interpreted consistently across grade levels. Unlike the ELA and Math Academic Indicators, which reflect students tested in grades 3 through 6 at LdVCS, the CAST is administered in grade 5 only at the elementary level. The LdVCS Science Indicator therefore reflects a single tested grade level and a small cohort: 31 students on the 2025 Dashboard and 24 students on the 2024 Dashboard, with fewer than 30 grade 5 students tested, so the Dashboard does not assign LdVCS a performance level for this indicator (shown as "No Level" below). Because each student group is under 30 students, the EL, SED, SWD, and Hispanic student groups are not numerically significant for the Science Indicator. Consistent with the Charter School's commitment to transparency and its practice throughout this document, LdVCS nevertheless presents its student group results below. Per the California Department of Education, the Science Indicator will not be used for state or federal support determinations based on the 2025 Dashboard and is displayed for informational purposes.

Science Indicator (SP)	2024		Performing Above or Below State?
	LdVCS	CA State	
All Students	49	51.2	❌ BELOW
*EL	42.7	39	✅ ABOVE
*SED	43.1	45.6	❌ BELOW
*SWD	No Level	36.7	--
*Hispanic	48.6	45.4	✅ ABOVE

Science Indicator (SP)	2025 Dashboard		Performing Above or Below State?
	LdVCS	CA State	
All Students	49.5 No Level	52.6 Yellow	❌ BELOW
*EL	40.8 No Level	41.1 Yellow	❌ BELOW
*SED	46.1 No Level	47.1 Yellow	✅ ABOVE
*SWD	No level	38.3 Orange	--
*Hispanic	46.1 No Level	47.1 Yellow	❌ BELOW

* Student Group is not numerically significant.

Schoolwide, LdVCS improved its Science Points from 49.0 on the 2024 Dashboard to 49.5 on the 2025 Dashboard, performing within 3.1 SP of the statewide average of 52.6 on a 100-point scale in the indicator's first year with assigned performance levels. Although not numerically significant, the Charter School's student group results provide additional context. English learners at LdVCS outperformed English learners statewide on the 2024 Dashboard by 3.7 SP (42.7 compared to 39.0) and performed within 0.3 SP of the state on the 2025 Dashboard (40.8 compared to 41.1). Socioeconomically disadvantaged students improved by 3.0 SP year over year (43.1 to 46.1), narrowing their gap to the statewide SED result from 2.5 SP to 1.0 SP. Hispanic students outperformed the statewide Hispanic student group on the 2024 Dashboard

by 3.2 SP (48.6 compared to 45.4) and performed within 1.0 SP of the state on the 2025 Dashboard (46.1 compared to 47.1). The SWD student group was too small for the Dashboard to report Science Points in either year. Given the single tested grade level and cohort and student group sizes this small, year-to-year results on this indicator are subject to considerable variability, and the Charter School's local benchmark and curriculum-embedded data provide important context for interpreting CAST outcomes. LdVCS, as a health sciences charter school whose mission centers on cultivating health-literate students, treats science achievement as core to its identity and has committed the action plan below to strengthen science outcomes.

Action Plan to Improve Science Achievement and Close Achievement Gaps (2026-27 LCAP)

Consistent with the Charter School's commitment to closing achievement gaps through its unified MTSS and the Community Schools Framework and drawing on the commitments established in the 2026-27 LCAP, LdVCS has developed the following Science action plan. The plan leverages the school's health sciences identity, its Project-Based Learning launch, and its assessment and instructional infrastructure to strengthen science achievement for all students.

- **Priority 1: Strengthen NGSS-Aligned Tier 1 Science Instruction.** Deliver science instruction using standards-aligned instructional materials aligned to the California Next Generation Science Standards (CA NGSS) and the California Science Framework, supporting three-dimensional learning that integrates science and engineering practices, disciplinary core ideas, and crosscutting concepts across grades TK through 6, so that students build cumulative science knowledge well before the grade 5 CAST administration.
- **Priority 2: Launch Project-Based Learning (PBL) as the Vehicle for Authentic Science Inquiry.** Design 2026-27 PBL units around authentic, inquiry-driven questions aligned to the school's health sciences identity, providing students with sustained opportunities to investigate phenomena, design solutions, analyze data, and communicate scientific reasoning to real-world audiences, with instructional coaches supporting unit design and monitoring implementation fidelity through classroom walkthroughs and PLC review of student work.
- **Priority 3: Integrate Hands-On Science Through the Broad Course of Study.** Reinforce science learning through monthly garden lessons in partnership with Good Neighbor Gardens, weekly health classes aligned with the school's mission to cultivate health-literate students, and after-school enrichment opportunities accessible to every student regardless of student group, intentionally integrated with the PBL launch.
- **Priority 4: Embed Integrated ELD in Science Instruction.** Apply the schoolwide academic language framework to science lessons, including explicit science vocabulary instruction, sentence frames for scientific explanation and argumentation, and daily structured opportunities for English learners to speak and write about scientific ideas, so that the

school's English learners, its largest underserved student group, gain full access to rigorous science content.

- **Priority 5: Administer CDE Interim Assessments for Science in Grades 3 Through 5.** LdVCS will administer the California Department of Education's interim assessments for science in grades 3 through 5 as low-stakes instructional checkpoints throughout the school year. Aligned to the CA NGSS, the interim science assessments will support student learning by providing timely, standards-aligned feedback while there is still time in the school year to act on it; measure student progress in science toward grade-level standards in advance of the grade 5 CAST; provide teachers with actionable insight into areas of strength and areas for growth at the class and student level, informing Tier 1 adjustments, reteaching, and small-group support; and measure student understanding of three-dimensional science concepts, including the ability to apply science and engineering practices and crosscutting concepts rather than recall isolated facts. Administering the interim assessments in grades 3 and 4 also builds cumulative familiarity with CAST-style item types and the online testing environment before students reach the tested grade. Interim science results will be reviewed in the monthly PLCs facilitated by the Instructional Coaches, alongside curriculum-based assessments and other state-mandated measures, as part of the school's comprehensive assessment system.
- **Priority 6: Ensure Full Participation and Access to Science Instruction.** Ensure that at least 95% of eligible students participate in the CAST, consistent with the participation rate requirement adopted by the State Board of Education, and apply the school's attendance intervention strategies, including rapid response outreach and the SDCOE iCAN Community of Practice work, so that students with the highest needs do not lose access to science instructional time

Chronic Absenteeism Indicator: LdVCS Compared to California State Performance

The Chronic Absenteeism Indicator reflects the share of students, among those enrolled for at least 31 instructional days, who miss 10% or more of the school year. Unlike most state indicators, the desired outcome is a low rate: lower values and year-over-year decreases represent stronger performance. The table below presents LdVCS and California State chronic absenteeism rates across the 2023, 2024, and 2025 Dashboards, schoolwide and for each of the Charter School's numerically significant student groups (EL, SED, SWD, and Hispanic).

Chronic Absenteeism	2023 Dashboard		2024 Dashboard		2025 Dashboard	
	LdVCS	CA State	LdVCS	CA State	LdVCS	CA State
All Students	34.6% Red	24.3% Yellow	29.1% Yellow	18.6% Yellow	19.8% Yellow	17.1% Yellow
EL	38.8% Red	26.3% Yellow	29% Orange	20.1% Yellow	22.4% Orange	18.1% Yellow
SED	36.6% Yellow	29.9% Yellow	30.5% Yellow	23.4% Yellow	23.6% Yellow	21.7% Orange
SWD	33.3% Orange	33.1% Yellow	47.9% Red	26.3% Yellow	30.5% Orange	24.9% Orange
Hispanic	38.5% Red	28.4% Yellow	30.3% Yellow	21.7% Yellow	22.3% Yellow	20.1% Orange

Comparison 2023, 2024, and 2025 Dashboards: LdVCS has reduced chronic absenteeism at a much faster pace than the State of California. Schoolwide, the Charter School cut its chronic absenteeism rate from 34.6% on the 2023 Dashboard to 19.8% on the 2025 Dashboard, a reduction of 14.8% over two Dashboard cycles, while the statewide rate fell from 24.3% to 17.1%, a reduction of 7.2%. LdVCS reduced chronic absenteeism at roughly twice the statewide pace, and the acceleration is most pronounced in the most recent year: from the 2024 to the 2025 Dashboard, LdVCS reduced its schoolwide rate by 9.3% (29.1% to 19.8%) while the statewide rate declined by 1.5% (18.6% to 17.1%), a pace of improvement more than six times that of the state. As a result, the gap between LdVCS and the state has narrowed from 10.3% on the 2023 Dashboard to 2.7% on the 2025 Dashboard, and the Charter School moved from the Red performance level to Yellow, the same performance level as the state.

The Charter School's numerically significant student groups mirror this trajectory. English learner chronic absenteeism fell from 38.8% to 22.4% (a 16.4% reduction, double the statewide EL reduction of 8.2%). Hispanic student chronic absenteeism fell from 38.5% to 22.3% (a 16.2% reduction, nearly double the statewide reduction of 8.3%), and the Hispanic student group now holds a Yellow performance level while the statewide Hispanic group is at Orange. Socioeconomically disadvantaged chronic absenteeism fell from 36.6% to 23.6% (a 13.0% reduction compared to 8.2% statewide), with the LdVCS SED group at Yellow while the

statewide SED group is at Orange. The SWD student group, after rising to 47.9% on the 2024 Dashboard, was reduced by 17.4% in a single year to 30.5% on the 2025 Dashboard, a one-year reduction more than twelve times the statewide SWD reduction of 1.4% over the same period.

The school's MTSS implementation can be directly attributed to its success in re-engaging students, improving school climate, and addressing students' social-emotional, behavioral, and mental health needs. As documented in the 2026-27 LCAP, LdVCS increased its average daily attendance from 91% to 94% over the last five years and built a comprehensive whole-child support infrastructure: explicit social-emotional instruction within Tier 1, a contracted school counselor through OAS identified as the single most impactful action item in the school's whole-child work, a Board-Certified Behavior Analyst partnership supporting Behavior Support Plans and Behavior Intervention Plans, one-to-one paraeducators for high-needs students, restorative practices grounded in the Mind, Body, Heart connection framework, schoolwide attendance culture incentives including Brag Tags and perfect attendance recognition, home visits for students with nine or more unexcused absences, and participation in the SDCOE Improving Chronic Absence Network (iCAN). The school is making significant progress and is committed to continuing to reduce chronic absenteeism rates. Through the continued reduction of absenteeism, student academic outcomes will continue to improve; the 2025 Dashboard already reflects this relationship, as the year in which LdVCS reduced chronic absenteeism by 9.3% is the same year in which its ELA DFS improved by 22.8 points and its Math DFS improved by 20.6 points.

Action Plan to Reduce Chronic Absenteeism and Close Achievement Gaps (2026-27 LCAP)

LdVCS's chronic absenteeism action plan is outlined in its LCAP goals and actions and prioritizes evidence-based interventions designed to strengthen coordination with external partners, expand case management capacity for the highest-risk students, integrate attendance work with the school's whole-child supports, and address the underlying drivers of student disengagement, with particular focus on closing the Orange-level gaps for the SWD and EL student groups.

- **Priority 1: Strengthen Coordination with the SDCOE Improving Chronic Absence Network (iCAN).** Leverage iCAN as the primary external partner, with a clear division of roles: the school leads daily monitoring and instructional response while iCAN provides external case management, family support extension, and county-level resources. Share real-time attendance data weekly and co-case manage the highest-risk students, prioritizing SWD and EL students with Orange performance level on the Dashboard.
- **Priority 2: Establish a Tiered Attendance Intervention System Aligned with MTSS.** Build a tiered attendance intervention system mirroring the school's academic and behavioral MTSS structure: Tier 1 universal supports including schoolwide attendance culture and clear family expectations, Tier 2 early outreach for students approaching chronic absenteeism thresholds with parent conferences and short-cycle attendance contracts, and Tier 3 home visits, intensive case management through iCAN, SST referrals, and coordinated SPED, EL, and counseling support.

- **Priority 3: Implement Targeted Intervention for the SWD Student Group.** Integrate attendance monitoring into the IEP process, including attendance goals where appropriate and attendance review at IEP meetings, coordinate SPED service providers, Education Specialists, the BCBA, the school counselor, and one-to-one paraeducators around attendance support, and engage SWD families in early outreach that addresses disability-related attendance barriers.
- **Priority 4: Implement Targeted Intervention for the EL Student Group.** Target EL families for attendance monitoring and intervention outreach aligned with the ELPI action plan, connect outreach to ELAC and the Parent Workshop Series to build trust, provide attendance communications in families' home languages, and coordinate with iCAN for families facing transportation, immigration-related, or cross-border barriers.
- **Priority 5: Implement Rapid Response Protocols for Missed Instruction.** Require home contact within 24 to 48 hours of an unexplained absence, track contact attempts, family responses, and follow-up actions in a centralized log, and use rapid response data to identify families requiring escalated case management.
- **Priority 6: Strengthen Whole-Child Supports That Directly Support Attendance.** Continue and expand the contracted school counselor partnership through OAS, the BCBA partnership and behavior plan implementation, social-emotional learning, restorative practices, and Mind, Body, Heart connection work that reduces school-based anxiety, and continue investments in the garden club, weekly health classes, field trips, and Health and Wellness Committee work that increase student engagement and connection to school.
- **Priority 7: Strengthen the Early Learning and Enrollment Pipeline.** Continue and expand the earlier lottery enrollment process that has correlated with stronger family engagement and attendance, build feeder relationships with local preschools to increase TK entry, and develop a formal TK enrollment outreach plan for families in the school's primary service area.
- **Priority 8: Address Student School-Based Anxiety as a Driver of Absenteeism.** Integrate attendance intervention with academic intervention so that students who are chronically absent because of academic frustration receive coordinated MTSS academic support alongside attendance interventions and use SST and IEP processes to address school avoidance behaviors with appropriate accommodations.
- **Priority 9: Strengthen Family Engagement and Parent Education on Attendance.** Use the Parent Workshop Series, ELAC, and PAC to provide parent education on the academic and social-emotional impact of chronic absenteeism, the school's attendance expectations and intervention process, and family resources available through Care Solace, iCAN, and other partners, with targeted outreach to families not currently engaging in attendance conversations.
- **Priority 10: Strengthen Leadership Capacity and Administrative Support.** Evaluate administrative staffing and consider added capacity, such as an attendance coordinator role, an assistant administrator, or expanded Dean of Students capacity, to lead

attendance intervention work, coordinate external partnerships including iCAN, and free instructional leaders to focus on instruction, with standing monthly leadership review of attendance trends.

- **Priority 11: Strengthen Data Systems and Reporting for Attendance.** Continue PowerSchool, monthly ADA reports, and the Attendance Log as core data sources, build a centralized attendance dashboard accessible to leadership, teachers, and intervention staff to identify students approaching chronic absenteeism thresholds before they cross them, and report attendance trends monthly to staff and quarterly to the Board of Trustees, disaggregated by student group at every reporting cycle.

Suspension Rate Indicator: LdVCS Compared to California State Performance

The Suspension Rate Indicator reflects the unduplicated share of students, out of cumulative enrollment, suspended for a combined total of at least one full day during the school year; each student is counted only once regardless of the number of suspensions. As with chronic absenteeism, the desired outcome is a low rate in the current year and a decrease from the prior year. The table below presents LdVCS and California State suspension rates across the 2023, 2024, and 2025 Dashboards, schoolwide and for each numerically significant student group.

Suspension Rate Indicator	2023 Dashboard		2024 Dashboard		2025 Dashboard	
	LdVCS	CA State	LdVCS	CA State	LdVCS	CA State
All Students	4.2% Orange	3.5% Orange	3.5% Yellow	3.2% Green	0.7% Blue	2.9% Green
EL	5.7% Orange	3.7% Orange	3.7% Yellow	3.4% Green	0% Blue	3.2% Yellow
SED	3.2% Orange	4.5% Orange	3.7% Orange	4% Green	0.5% Blue	3.6% Green
SWD	10.3% Red	5.9% Orange	8.2% Orange	5.4% Yellow	1.7% Green	5% Yellow
Hispanic	5.1% Red	3.8% Orange	3.7% Yellow	3.4% Green	0.4% Blue	3% Green

LdVCS's suspension rates have reduced significantly and at a much higher rate than the state. Schoolwide, the Charter School reduced its suspension rate from 4.2% on the 2023 Dashboard to 0.7% on the 2025 Dashboard, a reduction of 3.5% that represents an 83% relative decrease, while the statewide rate declined from 3.5% to 2.9%, a 17% relative decrease. In the most recent year alone, LdVCS cut its suspension rate by 80%, from 3.5% to 0.7%. On the 2025 Dashboard, LdVCS earned the Blue performance level, the highest level on the Dashboard, for the All Students group and for its English learner, socioeconomically disadvantaged, and Hispanic student groups, and the Green performance level for the SWD student group. Every numerically significant student group at LdVCS now outperforms its statewide counterpart: English learners at 0% (compared to 3.2% statewide), socioeconomically disadvantaged students at 0.5% (compared to 3.6%), SWD at 1.7% (compared to 5.0%), and Hispanic students at 0.4% (compared to 3.0%). In raw terms, as documented in the 2026-27 LCAP, these rates reflect a total of 2 suspended students schoolwide, with 1 or fewer in each reported student group. The SWD trajectory is particularly significant: from a Red performance level at 10.3% (4 students) on the 2023 Dashboard to a Green performance level at 1.7% (1 student) on the 2025 Dashboard, an 8.6% reduction that places the group 3.3% below the statewide SWD rate.

This level of performance places LdVCS among the strongest performers on the Suspension Rate Indicator and reflects the school's deliberate, multi-year work to move from a reactive, exclusionary discipline model to a proactive, restorative model driven by its MTSS implementation. As documented in the 2026-27 LCAP, the key drivers of this success include schoolwide implementation of restorative practices and community circles, alternatives to suspension through the school's tiered behavioral response framework, the leadership of the Board-Certified Behavior Analyst in developing and implementing Behavior Support Plans and Behavior Intervention Plans, the impact of the on-site counselor in providing preventative mental health and social-emotional support, the school's commitment to the Mind, Body, Heart connection framework, and consistent staff training in trauma-informed practices, verbal de-escalation, and the behavior versus disability distinction. The school's very low suspension rates also protect instructional time: students are not missing instruction due to exclusionary discipline, which reinforces the school's chronic absenteeism reduction work and its academic acceleration.

The strength of these schoolwide systems has earned independent, national recognition. In 2025 and 2026, LdVCS was named an America's Healthiest Schools awardee by the Alliance for a Healthier Generation, applying for and receiving the award in all nine topic areas: Supporting School Health Services, Implementing Local School Wellness Policy, Improving Nutrition and Food Access, Bolstering Physical Education and Activity, Enriching Health Education, Strengthening Social-Emotional Health and Learning, Promoting Tobacco-Free Schools, Cultivating Staff Well-Being, and Increasing Family and Community Engagement. This represents growth from the 2024 award cycle, in which the school applied for and was awarded six topic areas, demonstrating a sustained and expanding commitment to whole-child wellness.

The award recognition documents practices directly aligned with the MTSS drivers of the school's low suspension rates. All students receive weekly structured social-emotional learning instruction, delivered through Kimochis in Transitional Kindergarten and Kindergarten and Sanford Harmony in grades 1 through 6, with staff modeling and reinforcing these skills daily across all learning environments. Every classroom and shared space maintains a designated calming space stocked with consistent schoolwide calm-down strategies and breathing cards, giving students familiar self-regulation tools during moments of escalation. When behavior incidents occur, staff use a behavior matrix to identify the behavior and respond with reflection and restoration, including restorative conferences facilitated by the principal or dean, student reflection and repair of harm, and family meetings, with exclusionary discipline used only as a last resort and physical activity never used as punishment. Students needing additional support are connected to the school's on-site counselor for individual, group, and parent counseling, or referred to outside providers through the school's Care Solace partnership. The recognition also documents the broader conditions that sustain a positive school climate: 120 minutes of weekly physical education in all grades, daily recess, regular movement and mindfulness activities including yoga practices supported by staff training through YogaEd, a monthly Health and Wellness Committee that includes an administrator, teachers, a counselor, staff, a student, and a parent, positive motivation systems such as ClassDojo and student-led conferences that promote student voice and family involvement, bilingual communication, the Parent Advisory Council and English Learner Advisory Committee, and community partnerships addressing food

access, housing, and healthcare. Together, these nationally recognized practices provide independent, third-party validation of the schoolwide systems that underlie LdVCS's strong school climate outcomes, including its low suspension rates.

Consistent with the LCAP goals and actions, LdVCS will sustain these strong outcomes by maintaining its tiered behavioral response framework, BCBA partnership, on-site counselor services, restorative practices, comprehensive referral pathways including Care Solace and Student Study Teams, and ongoing staff training, ensuring that suspensions remain a last resort and that every student has access to a safe, inclusive, and supportive learning environment.

Conclusion:

Considered in their totality, the state indicator data presented above demonstrate that LdVCS meets the middle tier renewal standard. On the 2025 Dashboard, the Charter School reached the Yellow performance level schoolwide in both ELA and Math. In mathematics, LdVCS outperforms the State of California schoolwide and for every numerically significant student group, following three consecutive years in which its English learner, socioeconomically disadvantaged, and Hispanic student groups exceeded statewide performance. In ELA, LdVCS improved at more than four times the statewide rate from the 2024 to the 2025 Dashboard, its socioeconomically disadvantaged and Hispanic student groups now outperform the state, and every numerically significant student group reached the Yellow performance level. On the ELPI, LdVCS outperformed the state on two of the three most recent Dashboards and has committed a comprehensive redesign of its English language development program to reverse the 2025 decline. On the new Science Indicator, reported by the CDE for informational purposes in its first year with performance levels and reflecting a single tested grade level of 31 students, LdVCS improved year over year and performs within 3.1 SP of the statewide average.

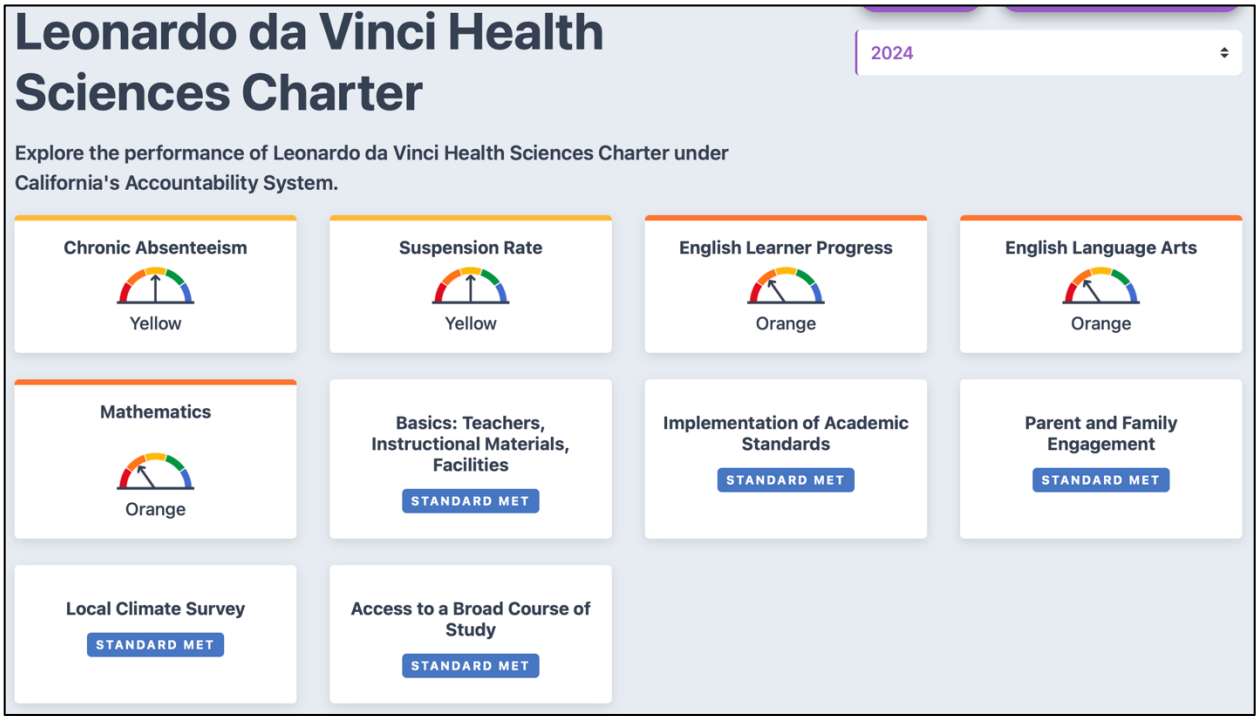
The Charter School's performance on the two remaining state indicators demonstrates the strength of its MTSS implementation and school climate. LdVCS reduced chronic absenteeism at roughly twice the statewide pace over the last two Dashboard cycles, including a one-year schoolwide reduction of 9.3% that was more than six times the statewide reduction, narrowing its gap to the state from 10.3% to 2.7%. On the Suspension Rate Indicator, LdVCS earned the Blue performance level, the highest on the Dashboard, for the All Students, EL, SED, and Hispanic student groups, and Green for the SWD student group, with every numerically significant student group outperforming its statewide counterpart, including a 0% suspension rate for English learners. Although the SWD student group is not numerically significant for the Academic Indicators, LdVCS has reported it throughout this document for transparency and addresses it directly through its unified MTSS, as evidenced by the SWD suspension trajectory from Red (10.3%) to Green (1.7%) and the 17.4% one-year reduction in SWD chronic absenteeism. These schoolwide climate systems earned independent national recognition in 2025, when LdVCS was named an America's Healthiest Schools awardee by the Alliance for a Healthier Generation in all nine topic areas, up from six topic areas in the 2024 award cycle.

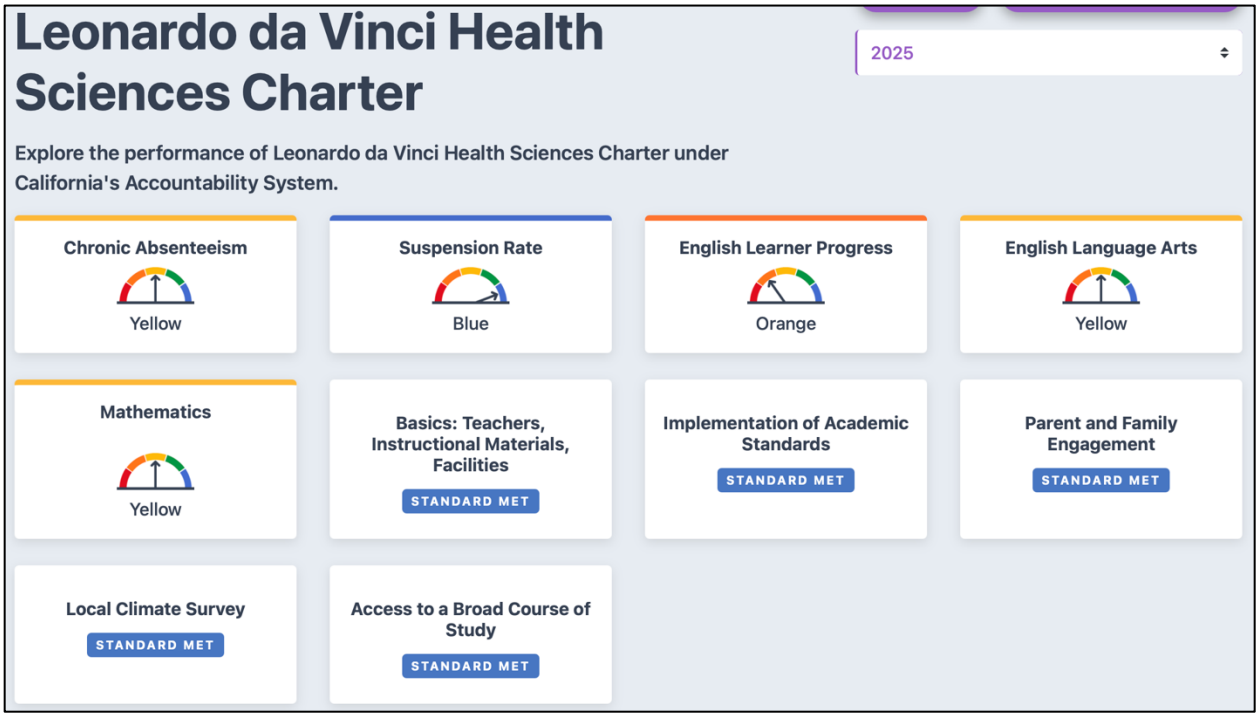
The Charter School has committed the targeted, evidence-based LCAP action plans presented above, anchored in its unified MTSS and the Community Schools Framework, to sustain its improvement trajectory and close remaining achievement gaps for all underserved student groups. Through the continued reduction of chronic absenteeism and the preservation of

instructional time, student academic outcomes will continue to improve. When these Dashboard results and action plans are considered alongside the clear and convincing evidence of measurable increases in academic achievement demonstrated by verified data, including i-Ready results showing at least one year's progress for each year in school, LdVCS satisfies the criteria of Education Code Section 47607.2(b) and respectfully requests that the Chula Vista Elementary School District Board of Education renew its charter for a five-year term.

Local Indicators:

Leonardo da Vinci Health Science Charter School received a "standard met" for all local indicators as reported on the 2024 and 2025 CA School Dashboards. The following charts are a screenshot of LdVCS's performance on the CA School Dashboard and Local Indicator status for the 2024 and 2025 [CA School Dashboard.]





CA Growth Data: ELA & Math:

2024 CA School Dashboard: Growth Indicator Analysis

Understanding the Growth Indicator: In 2021, the State Board of Education adopted a measure of student-level growth for schools with students in grades four through eight. In December 2024, the CDE released the initial set of ELA and Mathematics (Math) growth data using assessment data for schools and districts with students in grades four through eight for the 2021–22, 2022–23 and 2023–24 school years. The information release is based on the growth model calculations adopted by the SBE at its May 2021 meeting. (Source: April 18, 2025, CDE Memo from SPI)

California's student growth methodology measures student progress over time on statewide Smarter Balanced results from students in grades four through eight in both ELA and math; students assessed outside those grades, or who take the California Alternate Assessments, are not included. It differs from achievement, which shows how much students know at a single point in time.

California's ELA Growth and Mathematics Growth data on the 2024 Dashboard measured whether students scored **above**, **at**, or **below** Typical Growth on their expected Smarter Balanced assessment score, based on prior statewide assessment performance. It is not the same as the Academic Indicator, which uses DFS for ELA and math, for tested students in grades 3–8 and grade 11, while growth is limited to Smarter Balanced-Assessment for students tested in grades 4–8.

The 2024 California School Dashboard introduced the Growth Indicator for the first time, providing schools, families, and the public with a new measure of how students at a school are improving over time on the Smarter Balanced Summative Assessments in ELA and Mathematics. The Growth Indicator is calculated by comparing each student's current-year scale score to the scale score that students with similar prior-year performance achieved on average and then averaging those individual growth scores at the school and student group levels. The result is a measure of how much students are growing year over year relative to similarly performing students across California. The 2024 growth data is based on assessment results from English Language Arts and Mathematics from the past three years: 2022, 2023, and 2024. (Source: 2024 Dashboard Technical Guide)

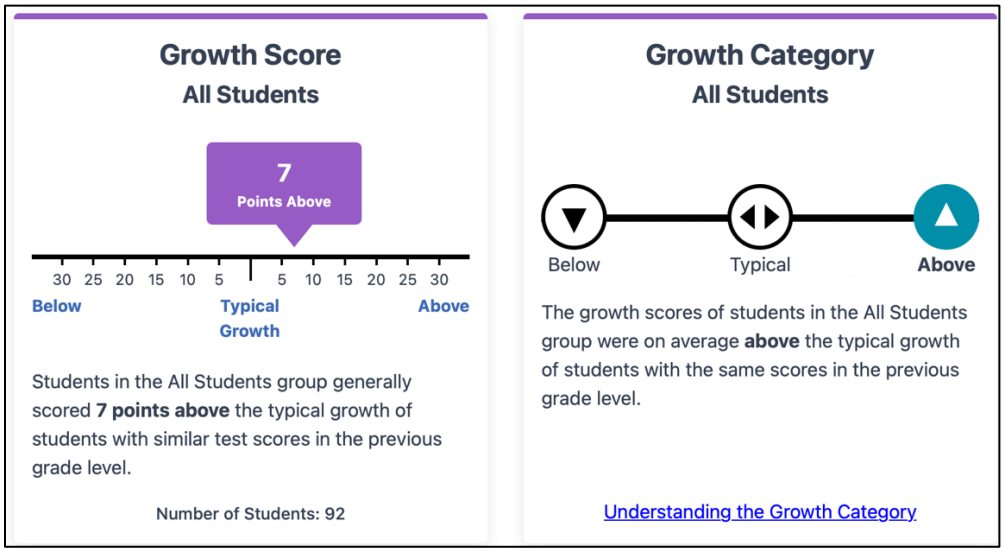
Growth data measures the year-to-year improvement in students' assessment scores in ELA and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system.

Growth Indicator/Data = progress relative to statistically expected year-to-year performance.

2024 ELA & Math
Growth Scores for LdVCS

How the growth score works. Every spring, students in grades 3 through 8 take the state's Smarter Balanced tests in ELA and math. Growth scores are calculated for students in grades 4 through 8, because measuring growth requires a score from the prior year. To calculate growth, the state takes each LdVCS student and finds all the students across California who earned about the same test score the year before. It then asks a simple question: did this student improve more, less, or about the same as those similar students? Those individual results are averaged for the school and for each student group. A positive number means LdVCS students learned more in one year than California students who started from the exact same place.

For ELA: Students in the 'All Students' group generally scored **7 points above** the typical growth of students with similar test scores in the previous grade. The growth scores of students in the 'All Students' group were on average **ABOVE** the typical growth of students with the same scores in the previous grade levels. (Source: 2024 CA School Dashboard)

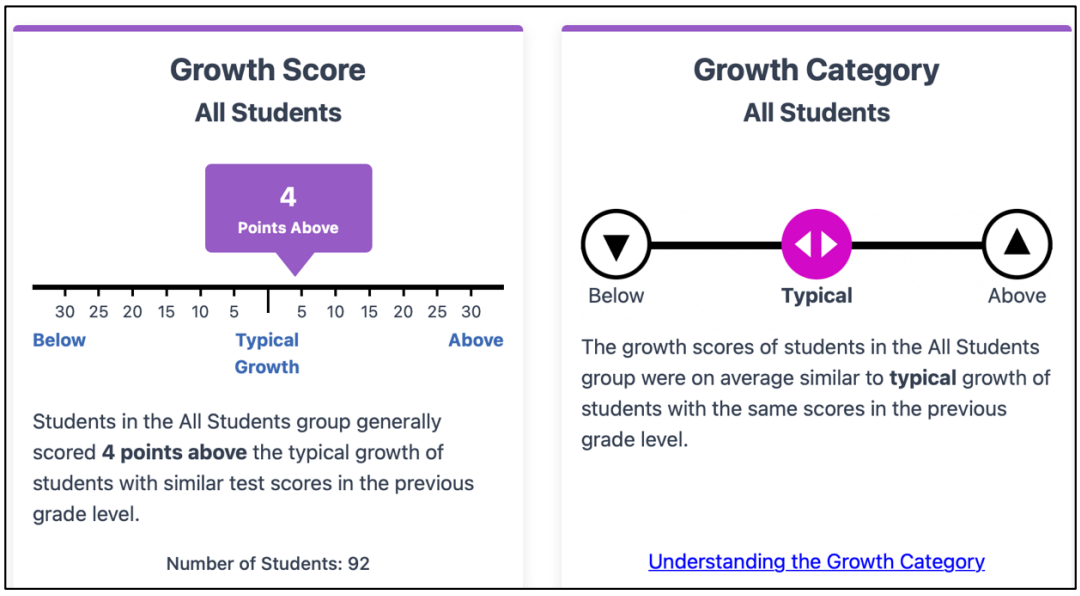


The following chart displays the 2024 ELA growth results for each reported student group on the 2024 CA School Dashboard.

Student Group	2024 ELA Growth Score	Interpretation
All Students (Schoolwide)	+7 Points	Above Typical Growth
English Learners (EL)	+0 Points	At Typical Growth
Socioeconomically Disadvantaged (SED)	+3 Points	Above Typical Growth
Students with Disabilities (SWD)	+2 Points	Above Typical Growth
Hispanic	+8 Points	Above Typical Growth

What the 2024 ELA results show. LdVCS students, as a whole, scored **7 points above typical growth** in ELA. In plain terms, the average LdVCS student made more progress in reading and writing in one year than the average California student who began the year at the same level. That above-typical growth held across student groups: Hispanic students grew 8 points above typical, Socioeconomically Disadvantaged students 3 points above, and Students with Disabilities 2 points above. English Learners grew right at the typical rate, meaning they kept pace with similar English Learner students statewide.

For Math : Students in the 'All Students' group generally scored **4 points above** the typical growth of students with similar test scores in the previous grade level. The growth scores of students in the 'All Students' group were on average similar to **TYPICAL** growth of students with the same scores in the previous grade level. (Source: 2024 CA School Dashboard)



The following chart displays the 2024 Math growth results for each reported student group on the 2024 CA School Dashboard.

Student Group	2024 Math Growth Score	Interpretation
All Students (Schoolwide)	+4 Points	Above Typical Growth
English Learners (EL)	+3 Points	Above Typical Growth
Socioeconomically Disadvantaged (SED)	+0 Points	At Typical Growth
Students with Disabilities (SWD)	-3 Points	Below Typical Growth
Hispanic	+2 Points	Above Typical Growth

What the 2024 math results show. Schoolwide, LdVCS students scored **4 points above typical growth** in math, which the state categorizes as consistent with typical growth. English Learners

grew 3 points above typical and Hispanic students 2 points above. Socioeconomically Disadvantaged students grew at the typical rate, and Students with Disabilities grew 3 points below typical. The honest summary is that 2024 math growth was solid but roughly in line with the state, with one student group needing attention. This is exactly what makes the 2025 results meaningful: one year later, LdVCS math growth reached the Exceptional level Schoolwide, and the Students with Disabilities group moved from below typical growth to Accelerated Growth, above the state average.

Why growth shows improvement when the 2024 DFS data did not. The Academic Indicator on the Dashboard uses DFS, which measures something different. DFS is a snapshot: it shows how far students' scores are from the grade-level standard on one test day. Growth is a moving picture: it shows how much students improved over the year compared to students statewide who started in the same place.

The key is that DFS is heavily shaped by where students begin. A school serving students who enter below grade level can post a low DFS number even while its students are making real, above-average yearly gains, simply because those students have not yet closed the entire gap to the standard. Think of it as a race: DFS tells the Board where each runner is standing on the track; growth tells the Board how fast they are running. A student can still be behind the grade-level line and simultaneously be moving toward it faster than similar students across California.

That is what the 2024 growth data demonstrates for LdVCS. The DFS numbers reflect students' starting points. The growth numbers isolate the school's own contribution, because every LdVCS student is compared only to students who began at the same score. On that measure, LdVCS students grew faster than their statewide peers in ELA, with every reported student group growing at or above the typical rate, and the school's math trajectory accelerated sharply the following year. **The growth data provides evidence that students at LdVCS are improving academically, even where the single-point-in-time DFS measure does not yet show students reaching the standard.**

ELA & Math Growth Data: 2025 CA School Dashboard:
Growth Indicator Analysis

What Changed on the 2025 Dashboard: Understanding the Growth Performance Levels: The 2024 Dashboard reported growth as a number of points above or below typical growth. The new element for 2025 was the performance category. In July 2025, the SBE adopted five named Growth Performance Levels, including decisions on the number of levels and the cut scores for each: Minimal, Moderate, Average, Accelerated, and Exceptional. Growth Performance Levels are based on students' performance on the Smarter Balanced Summative Assessments, and each level reflects the average magnitude of growth at a school or LEA compared to average growth across California that year.

Schools receive one Growth Performance Level in each subject:

- **Average** reflects growth approximately equal to the state average
- **Accelerated** reflects growth above the state average
- **Exceptional**, the highest level, reflects growth substantially above the state average; under the SBE-adopted cut scores, it requires average growth of 20 or more points above what similar students achieved statewide

Importantly, the calculation did not change from 2024 to 2025; only the reporting format did. This means the two years measure the same thing and can be fairly compared.

Per the CDE 2025 Dashboard Toolkit Growth Data flyer (February 2026), Growth on the 2025 Dashboard was calculated using three years of Smarter Balanced Assessment results (2022–23 2023–24, and 2024-25 school years) for students in grades four through eight. Growth is published for informational purposes and is not used to determine Local Control Funding Formula eligibility. It is, however, a CDE-reported and externally verified measure of student improvement, and it provides essential context for evaluating school performance.

The five Growth Performance Levels (colors) and what each means:

Minimal	Moderate	Average	Accelerated	Exceptional
Substantially below state average growth	*Below state average growth*	*Approximately equal to state average growth*	*Above state average growth*	*Substantially above state average growth*

The following cut scores were adopted by the SBE at its July 2025 meeting for the Growth Indicator as reported on the 2025 Dashboard:

Status Level	Status Cut Score
Minimal Growth	20.1 points below
Moderate Growth	20 points below to 5.1 points below
Average Growth	5.0 points below to 4.9 points above
Accelerated Growth	5.0 points below to 19.9 points above
Exceptional Growth	More than or equal to 20 points above

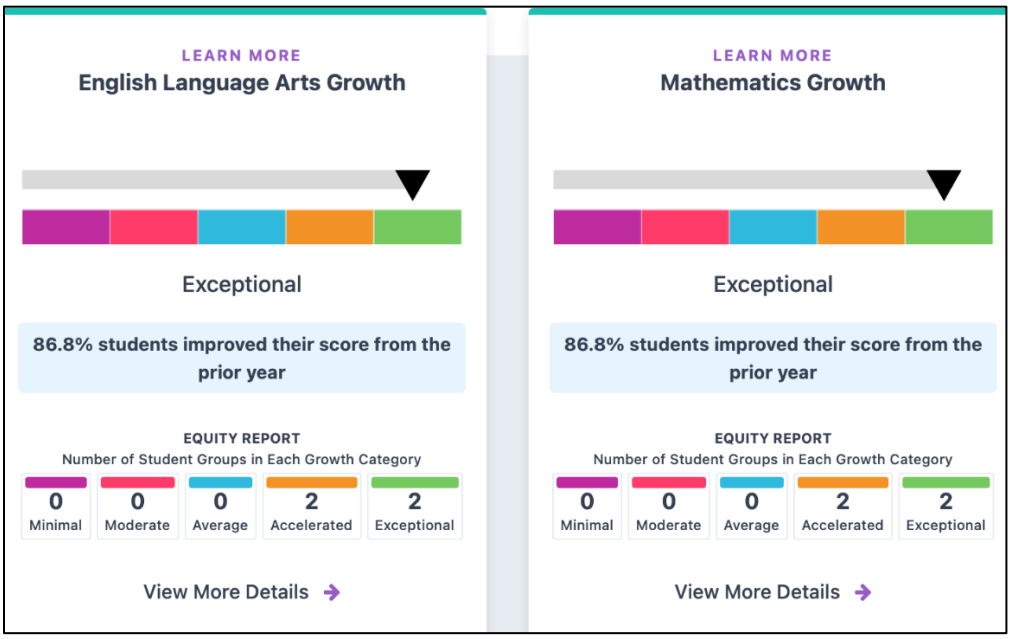
How Growth Indicator Differs from Distance from Standard (DFS)

The Growth Indicator answers a different question from the DFS measure used in the Academic Indicators. DFS measures where students are relative to grade-level proficiency: it captures the current level of student performance and the gap between students and the standard. Growth measures how much students are improving from year to year, relative to similarly performing students across California: it captures the rate of student learning, regardless of starting point. Two schools with the same DFS can have very different Growth scores: a school whose students start below grade level but post Accelerated Growth is moving its students toward proficiency faster than the state average, even though those students are not yet at grade level.

For schools that serve a high proportion of historically underserved students, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities, the Growth Indicator is therefore the most direct evidence of a school's effect on student learning. Where DFS measures position, Growth measures trajectory. Both measures matter, and together they provide a complete picture of school performance.

LdVCS Performance on the 2025 Growth Indicator

What the 2025 results show. LdVCS earned **Exceptional, the highest possible level, Schoolwide in both ELA and math**. In plain terms, the average LdVCS student gained at least 20 more points on the state tests than the average California student who started the year at the same score, in both subjects. In each subject, **86.8% of LdVCS students improved their score from the prior year**. Every reported student group landed in the top two levels: Socioeconomically Disadvantaged students and Hispanic students earned Exceptional in both ELA and math, and English Learners and Students with Disabilities earned Accelerated in both subjects. Not a single student group at LdVCS grew below the state average in either subject.



Source: 2025 CA School Dashboard: LdVCS Growth Data Performance Levels

For the All Students (Schoolwide), Socioeconomically Disadvantaged (SED), and Hispanic student groups, LdVCS received Exceptional Growth Performance Levels in both ELA and Mathematics, the highest possible Growth Performance Level and a result that ranks the LdVCS's All Students, SED, and Hispanic student groups among the highest-growth groups in the state. Across the school's other reported student groups - English Learners and Students with Disabilities, LdVCS received Accelerated Growth in both ELA and Mathematics, indicating growth above the state average. No reported student group at LdVCS received a Growth Performance Level below Accelerated in either subject: every reported student group is growing faster than the state average in both ELA and Mathematics.

LdVCS Growth Performance Levels, Source: 2025 Dashboard (Schoolwide and by student group):

Student Group	2025 ELA Growth Performance Level	2025 Math Growth Performance Level
All Students (Schoolwide)	Exceptional	Exceptional
English Learners (EL)	Accelerated	Accelerated
Socioeconomically Disadvantaged (SED)	Exceptional	Exceptional
Students with Disabilities (SWD)	Accelerated	Accelerated
Hispanic	Exceptional	Exceptional

ELA: Exceptional Schoolwide Growth; Above-Average Growth Across Every Reported Student Group

In English Language Arts, LdVCS received an Exceptional Growth Performance Level Schoolwide, indicating that the average ELA growth of LdVCS students over the three-year reporting window (2023, 2024, and 2025) was substantially above the average growth of students with similar prior-year performance across California. Under the SBE-adopted cut scores, the Exceptional level corresponds to average growth of 20 or more points above expected growth. Every reported student group received either Exceptional or Accelerated Growth:

- **All Students (Schoolwide):** Exceptional Growth, the highest possible Growth Performance Level, indicating ELA growth substantially above the state average.
- **English Learners:** Accelerated Growth, exceeding state average growth among EL students.
- **Socioeconomically Disadvantaged Students:** Exceptional Growth, the highest possible Growth Performance Level, indicating growth substantially above the state average among SED students.
- **Students with Disabilities:** Accelerated Growth, exceeding state average growth among SWD students, a student group that often faces the most significant barriers to academic growth and typically grows at a slower rate than peers.
- **Hispanic Students:** Exceptional Growth, the highest possible Growth Performance Level, indicating growth substantially above the state average among Hispanic students.

The pattern is consistent: at LdVCS, every reported student group is growing in ELA at a rate that exceeds the state average, and three of the five reported groups, including the Schoolwide All Students group, are growing at a rate substantially above the state average. The 2025 ELA Equity Report reflects this pattern directly: of the reported student groups, two placed in Accelerated and two placed in Exceptional, with zero student groups in the Minimal, Moderate, or Average categories.

Mathematics: Exceptional Schoolwide Growth and a Dramatic Two-Year Trajectory

In Mathematics, LdVCS also received an Exceptional Growth Performance Level Schoolwide, with the same 86.8% of students improving their score from the prior year. Every reported student group again received either Exceptional or Accelerated Growth:

- **All Students (Schoolwide):** Exceptional Growth, the highest possible Growth Performance Level, indicating Mathematics growth substantially above the state average.
- **English Learners:** Accelerated Growth, exceeding state average growth among EL students.
- **Socioeconomically Disadvantaged Students:** Exceptional Growth, the highest possible Growth Performance Level, indicating growth substantially above the state average among SED students.

- **Students with Disabilities:** Accelerated Growth, exceeding state average growth among SWD students.
- **Hispanic Students:** Exceptional Growth, the highest possible Growth Performance Level, indicating growth substantially above the state average among Hispanic students.

The Mathematics result is particularly significant when compared to the 2024 growth data. On the 2024 Dashboard, LdVCS students in the All Students group scored 4 points above typical growth in Mathematics, a result categorized as similar to Typical growth, and the Students with Disabilities student group scored 3 points below typical growth. One year later, on the 2025 Dashboard, the Schoolwide Mathematics result reached the Exceptional level, which under the SBE-adopted cut scores requires average growth of 20 or more points above expected growth, and the Students with Disabilities group moved from below typical growth to Accelerated Growth, above the state average. This two-year trajectory documents rapid, measurable acceleration in Mathematics learning across the school, including for the student group that historically grows the least.

The 2024 to 2025 Growth Data Trajectory: A Renewal-Defining Finding

Because the state's growth calculation did not change between 2024 and 2025, only the reporting format changed, the two years measure the same thing (compares each student's growth to the growth of students with similar prior-year scores across California) and can be directly compared. That comparison is the most significant finding in LdVCS's Growth Data.

In 2024, LdVCS posted solid but unremarkable growth: 7 points above typical growth in ELA and 4 points above in Mathematics, a result roughly in line with the state, with the Students with Disabilities student group growing below typical in Mathematics. One year later, LdVCS reached Exceptional, the highest of the five Growth Performance Levels, Schoolwide in both subjects. Under the SBE-adopted cut scores, Exceptional requires average growth of at least 20 points above what similar students achieved statewide. In that same year, the Students with Disabilities student group moved from below typical growth in Mathematics to Accelerated Growth, above the state average, and English Learners moved from typical growth in ELA to Accelerated. This is not a school holding steady. It is a school whose rate of student learning accelerated sharply in a single year, across every measured student group.

The 2025 result is also rare on its face. The 2025 growth cards for LdVCS show zero student groups in the Minimal, Moderate, or Average categories in either subject. Every reported student group placed in Accelerated or Exceptional, with the Socioeconomically Disadvantaged and Hispanic student groups earning Exceptional in both ELA and Mathematics, and 86.8% of students improving their score from the prior year in each subject.

These results cannot be attributed to student demographics or starting points. The Growth Indicator compares each LdVCS student only to students across California with similar prior-year scores, which means it isolates the one variable the comparison does not hold constant: the school. What the 2025 data measures is the value LdVCS itself is adding to student learning, and it is substantially above the state average.

Why Growth Shows - What Distance from Standard (DFS) Cannot

The Academic Indicator uses DFS, a snapshot of how far students' scores sit from the grade-level standard on one test day. DFS is heavily shaped by where students start. A school serving students who enter below grade level can post low DFS numbers even while those students make gains far above the state average, because the full gap to the standard takes more than one year to close.

Growth answers the question DFS cannot: is the school moving students forward? For LdVCS in 2025, the answer is an emphatic yes, at the highest level the state reports. Students may not yet have crossed the grade-level line, but they are moving toward it substantially faster than similar students across the state of California, and DFS will reflect that movement only as the cumulative gains compound over time.

Narrowing Achievement Gaps: The Evidence

Achievement gaps narrow only when the students furthest from the standard grow faster than the state average, and that is precisely what the 2025 data shows at LdVCS. The student groups that historically face the largest gaps, Socioeconomically Disadvantaged students and Hispanic students, earned the state's highest growth level in both subjects. Students with Disabilities and English Learners both grew above the state average in both subjects. When a school's underserved student groups consistently outgrow their statewide peers, the distance between those students and the standard shrinks each year. The Growth Data, paired with the year-over-year acceleration from 2024, documents not merely a commitment to narrowing achievement gaps but measurable, CDE-verified results in doing so.

RENEWAL SIGNIFICANCE

The Growth Data complements the multi-year California School Dashboard analyses. The DFS data documents the school's position relative to grade-level proficiency, the Growth Data documents the school's trajectory: the rate at which students are moving toward proficiency. On that measure, LdVCS students are growing faster than the state average across every reported student group in both subjects, substantially faster Schoolwide and for the SED and Hispanic student groups, with a documented one-year acceleration in Mathematics from approximately typical growth to the highest level the state reports.

The Growth Indicator is the most direct measure available of a school's effect on student learning. The results across both subjects, across both years, and across every reported student group provide strong evidence that supports charter renewal under Education Code Section 47607.2.

Data source: 2024 and 2025 California School Dashboard Growth Data for LdVCS, California Department of Education. Growth Performance Level cut scores adopted by the State Board of Education, July 2025.

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

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

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

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

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

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

Student Group Disaggregation Across the Analysis Period

The i-Ready Diagnostic Growth reports for the 2022-23 through 2024-25 school years are disaggregated by grade level but not by student group. Due to a miscommunication error between the i-Ready platform and the School's Student Information System, student group demographic fields were not transmitted to i-Ready during those Diagnostic administrations. Upon discovering this error, the School's Executive Director communicated directly with Curriculum Associates and developed internal controls, including verification of demographic data transmission at the opening of each Diagnostic window, to ensure this issue does not repeat. Per Curriculum Associates' data policy, student demographic data cannot be retroactively added to prior year assessment records. Accordingly, the 2022-23 through 2024-25 sections of this analysis present schoolwide and grade level results, which reflect the performance of all students assessed, including all student groups enrolled at the School.

The 2025-26 school year is the first year of the analysis period for which student group disaggregation is available, confirming that the corrective controls are working as intended: demographic data was reported, with the exception of one to two students schoolwide reporting a 'Not Reported' designation across the demographic fields. SWD is not a numerically significant student group at LdVCS. However, consistent with the School's focus on transparency and its commitment to addressing the academic needs of all students and narrowing achievement gaps, LdVCS has chosen to include SWD results in this analysis.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2022-23 i-Ready Reading Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8*, charter schools serving Grades K-5 must achieve a minimum of 75% median Progress to Annual Typical Growth in Reading, and Grades 6-8 must achieve a minimum of 45%, to meet sufficient growth expectations under Education Code Section 47607.2(b). Because LdVCS serves Grades TK-6, a configuration different from the K-5 and 6-8 grade bands, grade-specific Progress to Annual Typical Growth values are evaluated against the applicable grade band target, consistent with the guidance for schools with alternative grade configurations.

Schoolwide Performance: ✅ SIGNIFICANTLY EXCEEDS GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 127%**
- **Applicable Targets:** 75% (Grades K-5) and 45% (Grade 6)
- **Students Assessed:** 252/262 (96.2% participation)

Grade Level Performance: ✅ ALL GRADES MEET OR EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	90%	75%	✅ **EXCEEDS (+15 points)**
Grade 1	98%	75%	✅ **EXCEEDS (+23 points)**
Grade 2	154%	75%	✅ **EXCEEDS (+79 points)**
Grade 3	183%	75%	✅ **EXCEEDS (+108 points)**
Grade 4	185%	75%	✅ **EXCEEDS (+110 points)**
Grade 5	108%	75%	✅ **EXCEEDS (+33 points)**
Grade 6	197%	45%	✅ **EXCEEDS (+152 points)**

Note: Grades K-5 are evaluated against the 75% target; Grade 6 is evaluated against the 45% target.

Student Group Reporting: ⚠️ DATA NOT AVAILABLE FOR THIS ADMINISTRATION YEAR

Due to a miscommunication error between the i-Ready platform and the School's Student Information System, student group demographic fields were not transmitted to i-Ready for this Diagnostic administration year. As a result, this year's i-Ready Diagnostic Growth reports are disaggregated by grade level only and cannot be disaggregated by student group. Upon discovering this error, the School's Executive Director communicated directly with Curriculum

Associates and implemented internal controls to ensure this issue does not repeat; per Curriculum Associates' data policy, student demographic data cannot be retroactively appended to prior year assessment records. Beginning in 2025-26, full student group disaggregation is available and is presented later in this analysis.

Key Findings

1. **Universal Grade Level Success:** All seven grade levels met or exceeded the applicable verified data target, with upper elementary grades posting exceptional results (Grade 3 at 183% and Grade 4 at 185% of Typical Growth).
2. **Exceptional Grade 6 Growth:** Grade 6 achieved 197% median Progress to Typical Growth against a 45% target, exceeding the middle grades benchmark by 152 points.
3. **Substantial Placement Gains:** The share of students placing on or above grade level rose from 22% at the fall Diagnostic to 52% at the final Diagnostic, while students three or more grade levels below declined from 14% to 7%.
4. **Majority of Students Met Full Typical Growth:** 62% of students achieved 100% or more of their annual Typical Growth target.

Conclusion: Leonardo da Vinci Health Sciences Charter School **MEETS OR EXCEEDS California's Verified Data and Academic Progress Indicator growth expectations** for Reading in the 2022-23 school year at every grade level served, with a schoolwide median Progress to Typical Growth of 127%.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2022-23 i-Ready Math Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8*, charter schools serving Grades K-5 must achieve a minimum of 80% median Progress to Annual Typical Growth in Math, and Grades 6-8 must achieve a minimum of 60%, to meet sufficient growth expectations under Education Code Section 47607.2(b). Because LdVCS serves Grades TK-6, a configuration different from the K-5 and 6-8 grade bands, grade-specific Progress to Annual Typical Growth values are evaluated against the applicable grade band target, consistent with the guidance for schools with alternative grade configurations.

Schoolwide Performance: ⚠️ MIXED RESULTS AGAINST GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 92%**
- **Applicable Targets:** 80% (Grades K-5) and 60% (Grade 6)
- **Students Assessed:** 252/262 (96.2% participation)

Grade Level Performance: ⚠️ 5 OF 7 GRADES MEET OR EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	90%	80%	✅ **EXCEEDS (+10 points)**
Grade 1	61%	80%	❌ **DOES NOT MEET (-19 points)**
Grade 2	85%	80%	✅ **EXCEEDS (+5 points)**
Grade 3	108%	80%	✅ **EXCEEDS (+28 points)**
Grade 4	108%	80%	✅ **EXCEEDS (+28 points)**
Grade 5	33%	80%	❌ **DOES NOT MEET (-47 points)**
Grade 6	174%	60%	✅ **EXCEEDS (+114 points)**

Note: Grades K-5 are evaluated against the 80% target; Grade 6 is evaluated against the 60% target.

Student Group Reporting: ⚠️ DATA NOT AVAILABLE FOR THIS ADMINISTRATION YEAR

Due to a miscommunication error between the i-Ready platform and the School's Student Information System, student group demographic fields were not transmitted to i-Ready for this Diagnostic administration year. As a result, this year's i-Ready Diagnostic Growth reports are disaggregated by grade level only and cannot be disaggregated by student group. Upon discovering this error, the School's Executive Director communicated directly with Curriculum

Associates and implemented internal controls to ensure this issue does not repeat; per Curriculum Associates' data policy, student demographic data cannot be retroactively appended to prior year assessment records. Beginning in 2025-26, full student group disaggregation is available and is presented later in this analysis.

Key Findings

1. **Majority of Grades Met Targets:** Five of seven grade levels met or exceeded the applicable verified data target, including Grades 3 and 4 at 108% and Grade 6 at 174%.
2. **Grade Level Concerns:** Grade 1 (61%) and Grade 5 (33%) fell short of the 80% target, identifying clear priorities for targeted Math intervention.
3. **Meaningful Placement Gains:** Students on or above grade level nearly tripled, from 14% at the fall Diagnostic to 41% at the final Diagnostic, while students three or more grade levels below declined from 14% to 9%.
4. **Schoolwide Median Near Full Typical Growth:** The schoolwide median of 92% indicates that the typical LdVCS student achieved nearly a full year of expected Math growth.

Areas of Continued Focus

- **Grade 5 Math Intervention:** Prioritize diagnostic driven intervention and progress monitoring for Grade 5 students, whose 33% median progress represents the largest gap of the year.
- **Grade 1 Foundational Math:** Strengthen early numeracy instruction and small group support in Grade 1 to close the 19 point gap to target.

Conclusion: Leonardo da Vinci Health Sciences Charter School **met the applicable verified data growth target in 5 of 7 grade levels** for Math in the 2022-23 school year, with a schoolwide median Progress to Typical Growth of 92%. Grade 1 and Grade 5 fell short of the applicable target and are addressed in the areas of continued focus above.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2023-24 i-Ready Reading Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8*, charter schools serving Grades K-5 must achieve a minimum of 75% median Progress to Annual Typical Growth in Reading, and Grades 6-8 must achieve a minimum of 45%, to meet sufficient growth expectations under Education Code Section 47607.2(b). Because LdVCS serves Grades TK-6, a configuration different from the K-5 and 6-8 grade bands, grade-specific Progress to Annual Typical Growth values are evaluated against the applicable grade band target, consistent with the guidance for schools with alternative grade configurations.

Schoolwide Performance: ✅ SIGNIFICANTLY EXCEEDS GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 115%**
- **Applicable Targets:** 75% (Grades K-5) and 45% (Grade 6)
- **Students Assessed:** 246/249 (98.8% participation)

Grade Level Performance: ✅ ALL GRADES MEET OR EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	84%	75%	✅ **EXCEEDS (+9 points)**
Grade 1	88%	75%	✅ **EXCEEDS (+13 points)**
Grade 2	98%	75%	✅ **EXCEEDS (+23 points)**
Grade 3	106%	75%	✅ **EXCEEDS (+31 points)**
Grade 4	117%	75%	✅ **EXCEEDS (+42 points)**
Grade 5	221%	75%	✅ **EXCEEDS (+146 points)**
Grade 6	268%	45%	✅ **EXCEEDS (+223 points)**

Note: Grades K-5 are evaluated against the 75% target; Grade 6 is evaluated against the 45% target.

Student Group Reporting: ⚠️ DATA NOT AVAILABLE FOR THIS ADMINISTRATION YEAR

Due to a miscommunication error between the i-Ready platform and the School's Student Information System, student group demographic fields were not transmitted to i-Ready for this Diagnostic administration year. As a result, this year's i-Ready Diagnostic Growth reports are disaggregated by grade level only and cannot be disaggregated by student group. Upon discovering this error, the School's Executive Director communicated directly with Curriculum

Associates and implemented internal controls to ensure this issue does not repeat; per Curriculum Associates' data policy, student demographic data cannot be retroactively appended to prior year assessment records. Beginning in 2025-26, full student group disaggregation is available and is presented later in this analysis.

Key Findings

1. **Sustained Universal Success:** For the second consecutive year, all seven grade levels met or exceeded the applicable verified data target.
2. **Outstanding Upper Grade Performance:** Grade 5 achieved 221% and Grade 6 achieved 268% of Typical Growth, far surpassing their respective 75% and 45% targets.
3. **Continued Placement Gains:** Students on or above grade level increased from 18% to 48% over the course of the year, and students three or more grade levels below fell from 19% to 8%.
4. **Near Universal Participation:** 98.8% of enrolled students completed both the comparison and final Diagnostics, strengthening the validity of schoolwide results.

Conclusion: Leonardo da Vinci Health Sciences Charter School **MEETS OR EXCEEDS California's Verified Data and Academic Progress Indicator growth expectations** for Reading in the 2023-24 school year at every grade level served, with a schoolwide median Progress to Typical Growth of 115%.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2023-24 i-Ready Math Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8*, charter schools serving Grades K-5 must achieve a minimum of 80% median Progress to Annual Typical Growth in Math, and Grades 6-8 must achieve a minimum of 60%, to meet sufficient growth expectations under Education Code Section 47607.2(b). Because LdVCS serves Grades TK-6, a configuration different from the K-5 and 6-8 grade bands, grade-specific Progress to Annual Typical Growth values are evaluated against the applicable grade band target, consistent with the guidance for schools with alternative grade configurations.

Schoolwide Performance: ⚠️ MIXED RESULTS AGAINST GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 91%**
- **Applicable Targets:** 80% (Grades K-5) and 60% (Grade 6)
- **Students Assessed:** 246/249 (98.8% participation)

Grade Level Performance: ⚠️ 4 OF 7 GRADES MEET OR EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	88%	80%	✅ **EXCEEDS (+8 points)**
Grade 1	90%	80%	✅ **EXCEEDS (+10 points)**
Grade 2	93%	80%	✅ **EXCEEDS (+13 points)**
Grade 3	75%	80%	❌ **DOES NOT MEET (-5 points)**
Grade 4	65%	80%	❌ **DOES NOT MEET (-15 points)**
Grade 5	76%	80%	❌ **DOES NOT MEET (-4 points)**
Grade 6	187%	60%	✅ **EXCEEDS (+127 points)**

Note: Grades K-5 are evaluated against the 80% target; Grade 6 is evaluated against the 60% target.

Student Group Reporting: ⚠️ DATA NOT AVAILABLE FOR THIS ADMINISTRATION YEAR

Due to a miscommunication error between the i-Ready platform and the School's Student Information System, student group demographic fields were not transmitted to i-Ready for this Diagnostic administration year. As a result, this year's i-Ready Diagnostic Growth reports are disaggregated by grade level only and cannot be disaggregated by student group. Upon discovering this error, the School's Executive Director communicated directly with Curriculum

Associates and implemented internal controls to ensure this issue does not repeat; per Curriculum Associates' data policy, student demographic data cannot be retroactively appended to prior year assessment records. Beginning in 2025-26, full student group disaggregation is available and is presented later in this analysis.

Key Findings

1. **Primary Grades and Grade 6 Met Targets:** Grades K (88%), 1 (90%), 2 (93%), and 6 (187%) met or exceeded the applicable target, with Grade 6 exceeding the 60% middle grades benchmark by 127 points.
2. **Upper Elementary Shortfalls:** Grades 3 (75%), 4 (65%), and 5 (76%) fell short of the 80% target, with gaps ranging from 4 to 15 points.
3. **Grade 5 Recovery Underway:** Grade 5 improved from 33% in 2022-23 to 76% in 2023-24, a 43 point gain that narrowed the gap to within 4 points of the target.
4. **Placement Gains Despite Mixed Results:** Students on or above grade level increased from 10% to 34%, and students three or more grade levels below declined from 16% to 6%.

Areas of Continued Focus

- **Upper Elementary Math Instruction:** Focus instructional coaching, data analysis cycles, and targeted intervention on Grades 3 through 5 to close gaps of 4 to 15 points.

Conclusion: Leonardo da Vinci Health Sciences Charter School **met the applicable verified data growth target in 4 of 7 grade levels** for Math in the 2023-24 school year, with a schoolwide median Progress to Typical Growth of 91%. Grade 3 and Grade 4 and Grade 5 fell short of the applicable target and are addressed in the areas of continued focus above.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2024-25 i-Ready Reading Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8*, charter schools serving Grades K-5 must achieve a minimum of 75% median Progress to Annual Typical Growth in Reading, and Grades 6-8 must achieve a minimum of 45%, to meet sufficient growth expectations under Education Code Section 47607.2(b). Because LdVCS serves Grades TK-6, a configuration different from the K-5 and 6-8 grade bands, grade-specific Progress to Annual Typical Growth values are evaluated against the applicable grade band target, consistent with the guidance for schools with alternative grade configurations.

Schoolwide Performance: ✅ SIGNIFICANTLY EXCEEDS GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 127%**
- **Applicable Targets:** 75% (Grades K-5) and 45% (Grade 6)
- **Students Assessed:** 249/251 (99.2% participation)

Grade Level Performance: ✅ ALL GRADES MEET OR EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	92%	75%	✅ **EXCEEDS (+17 points)**
Grade 1	102%	75%	✅ **EXCEEDS (+27 points)**
Grade 2	121%	75%	✅ **EXCEEDS (+46 points)**
Grade 3	114%	75%	✅ **EXCEEDS (+39 points)**
Grade 4	207%	75%	✅ **EXCEEDS (+132 points)**
Grade 5	196%	75%	✅ **EXCEEDS (+121 points)**
Grade 6	300%	45%	✅ **EXCEEDS (+255 points)**

Note: Grades K-5 are evaluated against the 75% target; Grade 6 is evaluated against the 45% target.

Student Group Reporting: ⚠️ DATA NOT AVAILABLE FOR THIS ADMINISTRATION YEAR

Due to a miscommunication error between the i-Ready platform and the School's Student Information System, student group demographic fields were not transmitted to i-Ready for this Diagnostic administration year. As a result, this year's i-Ready Diagnostic Growth reports are disaggregated by grade level only and cannot be disaggregated by student group. Upon discovering this error, the School's Executive Director communicated directly with Curriculum

Associates and implemented internal controls to ensure this issue does not repeat; per Curriculum Associates' data policy, student demographic data cannot be retroactively appended to prior year assessment records. Beginning in 2025-26, full student group disaggregation is available and is presented later in this analysis.

Key Findings

1. **Three Year Perfect Record:** All seven grade levels met or exceeded the applicable target for the third consecutive year, completing a 21 for 21 record of grade level Reading growth benchmarks through 2024-25.
2. **Exceptional Upper Grade Growth:** Grade 6 achieved 300% of Typical Growth, and Grades 4 and 5 achieved 207% and 196% respectively, the strongest upper grade Reading results of the period to date.
3. **Placement Distribution Strength:** Students on or above grade level rose from 23% to 52%, and 65% of students met or exceeded their full annual Typical Growth target.
4. **Near Census Participation:** 249 of 251 students (99.2%) were assessed in Reading.

Conclusion: Leonardo da Vinci Health Sciences Charter School **MEETS OR EXCEEDS California's Verified Data and Academic Progress Indicator growth expectations** for Reading in the 2024-25 school year at every grade level served, with a schoolwide median Progress to Typical Growth of 127%.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2024-25 i-Ready Math Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K-8*, charter schools serving Grades K-5 must achieve a minimum of 80% median Progress to Annual Typical Growth in Math, and Grades 6-8 must achieve a minimum of 60%, to meet sufficient growth expectations under Education Code Section 47607.2(b). Because LdVCS serves Grades TK-6, a configuration different from the K-5 and 6-8 grade bands, grade-specific Progress to Annual Typical Growth values are evaluated against the applicable grade band target, consistent with the guidance for schools with alternative grade configurations.

Schoolwide Performance: ⚠️ MIXED RESULTS AGAINST GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 107%**
- **Applicable Targets:** 80% (Grades K-5) and 60% (Grade 6)
- **Students Assessed:** 250/251 (99.6% participation)

Grade Level Performance: ⚠️ 6 OF 7 GRADES MEET OR EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	103%	80%	✅ **EXCEEDS (+23 points)**
Grade 1	114%	80%	✅ **EXCEEDS (+34 points)**
Grade 2	69%	80%	❌ **DOES NOT MEET (-11 points)**
Grade 3	87%	80%	✅ **EXCEEDS (+7 points)**
Grade 4	159%	80%	✅ **EXCEEDS (+79 points)**
Grade 5	130%	80%	✅ **EXCEEDS (+50 points)**
Grade 6	160%	60%	✅ **EXCEEDS (+100 points)**

Note: Grades K-5 are evaluated against the 80% target; Grade 6 is evaluated against the 60% target.

Student Group Reporting: ⚠️ DATA NOT AVAILABLE FOR THIS ADMINISTRATION YEAR

Due to a miscommunication error between the i-Ready platform and the School's Student Information System, student group demographic fields were not transmitted to i-Ready for this Diagnostic administration year. As a result, this year's i-Ready Diagnostic Growth reports are disaggregated by grade level only and cannot be disaggregated by student group. Upon discovering this error, the School's Executive Director communicated directly with Curriculum

Associates and implemented internal controls to ensure this issue does not repeat; per Curriculum Associates' data policy, student demographic data cannot be retroactively appended to prior year assessment records. Beginning in 2025-26, full student group disaggregation is available and is presented later in this analysis.

Key Findings

1. **Schoolwide Median Exceeds Full Typical Growth:** The schoolwide median of 107% marked the first year of the period in which the typical LdVCS student exceeded a full year of expected Math growth, up 16 points from 91% in 2023-24.
2. **Broad Grade Level Success:** Six of seven grade levels met or exceeded the applicable target, the strongest grade level Math performance of the period to date.
3. **Dramatic Upper Elementary Recovery:** Grade 4 improved from 65% to 159% (+94 points), Grade 5 improved from 76% to 130% (+54 points), and Grade 3 improved from 75% to 87% (+12 points), reversing the prior year's upper elementary shortfalls.
4. **Remaining Grade 2 Gap:** Grade 2 (69%) was the only grade below target, falling 11 points short of the 80% benchmark after meeting the target in the two prior years.
5. **Placement Distribution Strength:** Students on or above grade level rose from 12% to 44%, and 56% of students met or exceeded their full annual Typical Growth target.

Areas of Continued Focus

- **Grade 2 Math Support:** Apply the intervention strategies that produced upper elementary gains to Grade 2, the only grade below target in 2024-25.

Conclusion: Leonardo da Vinci Health Sciences Charter School **met the applicable verified data growth target in 6 of 7 grade levels** for Math in the 2024-25 school year, with a schoolwide median Progress to Typical Growth of 107%. Grade 2 fell short of the applicable target and is addressed in the areas of continued focus above.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2025-26 i-Ready Reading Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K-8: 2025-2026 School Year*, charter schools serving Grades K-5 must achieve a minimum of 75% median Progress to Annual Typical Growth in Reading, and Grades 6-8 must achieve a minimum of 45%, to meet sufficient growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ✅ SIGNIFICANTLY EXCEEDS GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 131%**
- **Applicable Targets:** 75% (Grades K-5) and 45% (Grade 6)
- **Students Assessed:** 290/290 (100% participation)

Grade Level Performance: ✅ ALL GRADES EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	90%	75%	✅ **EXCEEDS (+15 points)**
Grade 1	112%	75%	✅ **EXCEEDS (+37 points)**
Grade 2	109%	75%	✅ **EXCEEDS (+34 points)**
Grade 3	191%	75%	✅ **EXCEEDS (+116 points)**
Grade 4	223%	75%	✅ **EXCEEDS (+148 points)**
Grade 5	175%	75%	✅ **EXCEEDS (+100 points)**
Grade 6	275%	45%	✅ **EXCEEDS (+230 points)**

Note: Grades K-5 are evaluated against the 75% target; Grade 6 is evaluated against the 45% target.

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth (Median)	Target	Status	Students Assessed
English Learners (EL)	131%	75%	✅ **EXCEEDS (+56 points)**	122/122
Hispanic or Latino Students	130%	75%	✅ **EXCEEDS (+55 points)**	253/253

Student Group	Progress to Typical Growth (Median)	Target	Status	Students Assessed
Socioeconomically Disadvantaged (SED)	133%	75%	✅ **EXCEEDS (+58 points)**	194/194
Students with Disabilities (SWD)	157%	75%	✅ **EXCEEDS (+82 points)**	62/62

Note: Student group medians aggregate students in Grades K-6 and are evaluated against the more rigorous 75% Grades K-5 target. SWD is not a numerically significant student group at LdVCS; results are included in furtherance of the School's commitment to transparency and to addressing the needs of all students.

Key Findings

1. **Strongest Schoolwide Result of the Analysis Period:** The schoolwide median of 131% is the highest Reading result across the 2022-23 through 2025-26 period (127%, 115%, 127%, 131%), extending the School's record to 28 consecutive grade level Reading benchmarks met across four years.
2. **Universal Grade Level Success:** All seven grade levels exceeded the applicable target, with exceptional upper grade results: Grade 3 at 191%, Grade 4 at 223%, Grade 5 at 175%, and Grade 6 at 275% against a 45% target.
3. **SWD Students Outperform Schoolwide Results:** Students with Disabilities achieved a median of 157%, exceeding the 75% target by 82 points and outperforming their non-SWD peers (130%). 71% of SWD students improved their placement level during the year, direct evidence that the School's inclusive instructional model and specialized supports are accelerating growth for its highest need learners.
4. **Equity in Growth Outcomes Across All Groups:** Every student group exceeded the 75% target by 55 points or more. SED students (133%) outperformed their non-SED peers (127%), and EL students (131%) achieved near parity with non-EL students (133%), evidence that the School's growth is reaching the student groups that generate LCFF supplemental funding.
5. **English Learner Progress:** 65% of EL students met their full annual Typical Growth target and 38% met their more ambitious Stretch Growth target, supporting both literacy development and progress toward English proficiency.
6. **Placement Distribution Strength and Census Participation:** Students on or above grade level rose from 22% at the fall Diagnostic to 57% at the most recent Diagnostic, students three or more grade levels below declined from 15% to 7%, 65% of students met or exceeded 100% of their annual Typical Growth target, and all 290 enrolled students were assessed.

Areas of Continued Focus

- **Kindergarten Foundational Literacy:** Grade K (90%) exceeded its target by 15 points but posted the lowest grade level median; continued emphasis on foundational skills instruction will support entering cohorts.
- **Replicating SWD Success in Math:** Study the inclusive practices behind SWD students' 157% Reading result and apply them to Math, where the SWD median (104%) exceeds the target but trails the group's own Reading performance.

Conclusion: Leonardo da Vinci Health Sciences Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator growth expectations** for Reading in the 2025-26 school year at every grade level served and for every student group, with a schoolwide median Progress to Typical Growth of 131% and 100% participation.

Leonardo da Vinci Health Sciences Charter School Performance Analysis:

2025-26 i-Ready Math Growth (Verified Data)

According to the Curriculum Associates guidance brief, *Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools in K-8: 2025-2026 School Year*, charter schools serving Grades K-5 must achieve a minimum of 80% median Progress to Annual Typical Growth in Math, and Grades 6-8 must achieve a minimum of 60%, to meet sufficient growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ✅ SIGNIFICANTLY EXCEEDS GROWTH TARGETS

- **Schoolwide Median Progress to Typical Growth: 113%**
- **Applicable Targets:** 80% (Grades K-5) and 60% (Grade 6)
- **Students Assessed:** 290/290 (100% participation)

Grade Level Performance: ✅ ALL GRADES EXCEED TARGET

Grade	Progress to Typical Growth (Median)	Target	Status
Grade K	100%	80%	✅ **EXCEEDS (+20 points)**
Grade 1	118%	80%	✅ **EXCEEDS (+38 points)**
Grade 2	96%	80%	✅ **EXCEEDS (+16 points)**
Grade 3	112%	80%	✅ **EXCEEDS (+32 points)**
Grade 4	130%	80%	✅ **EXCEEDS (+50 points)**
Grade 5	114%	80%	✅ **EXCEEDS (+34 points)**
Grade 6	148%	60%	✅ **EXCEEDS (+88 points)**

Note: Grades K-5 are evaluated against the 80% target; Grade 6 is evaluated against the 60% target.

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth (Median)	Target	Status	Students Assessed
English Learners (EL)	117%	80%	✅ **EXCEEDS (+37 points)**	122/122
Hispanic or Latino Students	112%	80%	✅ **EXCEEDS (+32 points)**	253/253

Student Group	Progress to Typical Growth (Median)	Target	Status	Students Assessed
Socioeconomically Disadvantaged (SED)	112%	80%	✅ **EXCEEDS (+32 points)**	194/194
Students with Disabilities (SWD)	104%	80%	✅ **EXCEEDS (+24 points)**	62/62

Note: Student group medians aggregate students in Grades K-6 and are evaluated against the more rigorous 80% Grades K-5 target. SWD is not a numerically significant student group at LdVCS; results are included in furtherance of the School's commitment to transparency and to addressing the needs of all students.

Key Findings

1. **Best Math Performance on Record:** The schoolwide median of 113% is the highest Math result of the 2022-23 through 2025-26 period (92%, 91%, 107%, 113%) and marks the first year in which all seven grade levels met or exceeded the applicable target.
2. **Grade 2 Recovery Completes the Grade Level Picture:** Grade 2, the only grade below target in 2024-25 (69%), improved 27 points to 96%, resolving the final grade level gap identified in the prior year's analysis.
3. **Every Grade Above Full Typical Growth Except One:** Six of seven grades posted medians at or above 100%, meaning the typical student in those grades achieved more than a full year of expected Math growth; Grade 2 (96%) was within 4 points of the same milestone while exceeding its 80% target by 16 points.
4. **All Student Groups Exceed Target, Including SWD:** EL (117%), Hispanic or Latino (112%), SED (112%), and SWD (104%) students all exceeded the 80% target by 24 points or more, with each group's median above 100% of Typical Growth. SWD students' 104% result is particularly notable given the group's additional learning needs.
5. **Placement Distribution Strength and Census Participation:** Students on or above grade level rose from 13% at the fall Diagnostic to 49% at the most recent Diagnostic, students three or more grade levels below declined from 15% to 6%, 61% of students met or exceeded 100% of their annual Typical Growth target, and all 290 enrolled students were assessed.

Areas of Continued Focus

- **Sustaining Grade 2 Gains:** Maintain the instructional supports that produced Grade 2's 27 point improvement so the gain carries forward as the cohort advances.
- **Narrowing the SWD Growth Differential:** SWD students exceeded the target at 104%, though a differential remains relative to non-SWD peers (121%); the group's 157% Reading result demonstrates the School's capacity to close this gap through specialized academic instruction aligned to core content.

Conclusion: Leonardo da Vinci Health Sciences Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator growth expectations** for Math in the 2025-26 school year at every grade level served and for every student group, with a schoolwide median Progress to Typical Growth of 113% and 100% participation.

Four Year Summary and Conclusion

Schoolwide Median Progress to Typical Growth, 2022-23 through 2025-26

Subject	2022-23	2023-24	2024-25	2025-26	Trend
Reading	127%	115%	127%	**131%**	Four year high
Math	92%	91%	107%	**113%**	Four year high

Grade Levels Meeting the Applicable Verified Data Target

Subject	2022-23	2023-24	2024-25	2025-26
Reading	**7 of 7**	**7 of 7**	**7 of 7**	**7 of 7**
Math	5 of 7	4 of 7	**6 of 7**	**7 of 7**

Student Group Results, 2025-26 (First Year of Restored Disaggregation)

Student Group	Reading (Target 75%)	Math (Target 80%)
English Learners (EL)	131% ✅	117% ✅
Hispanic or Latino	130% ✅	112% ✅
Socioeconomically Disadvantaged (SED)	133% ✅	112% ✅
Students with Disabilities (SWD)	157% ✅	104% ✅

Key Conclusions

1. **Reading: Sustained, Universal Success.** LdVCS met or exceeded the applicable verified data Reading growth target in all 28 grade level results across the four year period, with schoolwide medians of 127%, 115%, 127%, and 131%. The typical LdVCS student earned well more than a full year of expected Reading growth in every year analyzed.
2. **Math: Completed Improvement Trajectory.** Math grade level performance progressed from 5 of 7 grades meeting targets in 2022-23, to 4 of 7 in 2023-24, to 6 of 7 in 2024-25, to 7 of 7 in 2025-26, with the schoolwide median rising from 92% to 113%. Every grade level shortfall identified in the period (Grade 5 at 33% in 2022-23; Grades 3, 4, and 5 in 2023-24; Grade 2 at 69% in 2024-25) was resolved in a subsequent year, culminating in Grade 2's 27 point recovery to 96%.
3. **Demonstrated Equity Outcomes.** With student group disaggregation restored in 2025-26, the data confirm what schoolwide results implied: EL, Hispanic or Latino, SED, and SWD students all exceed verified data growth expectations, with every group's median above 100% of Typical Growth in both subjects. SED students outperformed non-SED

peers in Reading (133% to 127%), and SWD students outperformed non-SWD peers in Reading (157% to 130%), the strongest student group result in the analysis.

4. **Corrective Systems That Work.** The restoration of complete student group disaggregation in 2025-26, following the Executive Director's corrective action with Curriculum Associates, demonstrates the same organizational responsiveness reflected in the School's academic recoveries: problems are identified, controls are implemented, and results are verified.
5. **Consistently Strong Placement Gains.** In every year and subject, the share of students placing on or above grade level increased substantially from fall to spring, and the share of students three or more grade levels below declined, indicating that growth was concentrated among students who needed it most.
6. **Rising Participation, Culminating in a Census.** Participation rose from 96.2% in 2022-23 to 100% in 2025-26, when all 290 enrolled students were assessed in both subjects, eliminating any question of selection effects in the results.

Conclusion: Leonardo da Vinci Health Sciences Charter School **meets and, in its most recent years, significantly exceeds California's Verified Data and Academic Progress Indicator growth expectations** under Education Code Section 47607.2(b) across the 2022-23 through 2025-26 school years. Reading performance meets or exceeds the applicable targets universally and by wide margins in every year. Math performance improved steadily across the period, reaching universal grade level achievement and a 113% schoolwide median in 2025-26. With disaggregation restored, the 2025-26 results provide direct evidence that this growth extends to every student group the School serves, including English Learners, Hispanic or Latino students, socioeconomically disadvantaged students, and students with disabilities, each of which exceeded the more rigorous Grades K-5 target with a median above 100% of Typical Growth. Taken together, the four year record demonstrates measurable increases in academic achievement schoolwide and strong growth for all students.

Element 1: Educational Program

Governing Law: "(i)The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners.

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

Mission

Leonardo da Vinci Health Sciences Charter School (LdVCS) cultivates a community of health literate students who are knowledgeable about and value what it means to be academically, physically, and socio-emotionally healthy through a student-centered approach to learning.

Vision

Leonardo da Vinci Health Sciences Charter School seeks to develop students who are influential contributors to an ever-changing global society.

Education Philosophy

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

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

- Persist
- Question and reflect
- Strive for accuracy
- Are technologically literate
- Lead others
- Think and communicate with clarity and precision

- Create, imagine and innovate
- Think and work interdependently

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

LdVCS students:

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

Core Values

- We cultivate a school environment where all students, staff, and families feel safe, respected, valued, and heard.
- We embrace the uniqueness of every individual and ensure that all members of the LdVCS community are welcomed, accepted, and celebrated as their whole selves.
- We inspire learning through creativity, collaboration, inquiry, and the courage to take meaningful risks.
- We integrate values-based learning that develops integrity, empathy, resilience, and responsible citizenship.
- We ensure every student has access to the resources, relationships, and opportunities needed to thrive academically, physically, and social-emotionally.

"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

Targeted Student Population/Projected Enrollment

Leonardo da Vinci Health Sciences Charter School is committed to supporting the whole child, mind, body, and heart. Through a MTSS, LdVCS provides students with the academic, social-emotional, behavioral, and wellness supports needed to thrive. We believe every student has unique strengths and needs. By partnering with families, staff, and the community, we create a collaborative environment where all students are supported in reaching their highest potential.

LdVCS currently serves 330 students in grades TK-6. Each grade-level cohort serves up to 40 students in TK, and 48 students K-6. The following chart reflects the five-year projected enrollment for the term of the charter.

LdVCS 5-Year Projected Enrollment									
	TK	K	1	2	3	4	5	6	TOTAL
2027-28	39	42	42	45	45	46	48	43	350
2028-29	40	44	44	46	47	44	45	48	358
2029-30	40	46	46	48	48	48	43	47	366
2030-31	40	48	48	48	48	48	48	46	374
2031-32	40	48	48	48	48	48	48	48	376

LdVCS proposes a thoughtful increase in enrollment that reflects the school's continued growth, strong community demand, and commitment to providing a high-quality, student-centered educational experience. This measured adjustment is designed to support long-term program sustainability while maintaining the small-school culture, personalized learning environment, and strong relationships that define the LdVCS community.

Over the years, LdVCS has experienced consistent interest from families, particularly in the Transitional Kindergarten (TK) and Kindergarten grades. The launch of Little Leonardos Launch Pad, LdVCS's early learning program, has strengthened the school's ability to welcome students and families into the LdVCS community while providing a strong foundation in academics, social-emotional development, and the mind, body, and heart approach. The proposed enrollment growth supports the continuation and expansion of these early learning pathways while ensuring students transition smoothly into the elementary program.

The proposed increase is based on careful planning around staffing, instructional resources, facilities, and student support systems. LdVCS remains committed to maintaining appropriate class sizes, strong teacher-student relationships, and a connected school community where every student is known and supported.

LdVCS's continued enrollment demand reflects the strength of its educational program, including inquiry-driven learning, health sciences integration, enrichment opportunities, family engagement, and a commitment to developing curious, compassionate, and capable learners. This enrollment adjustment allows LdVCS to continue meeting the needs of the community while maintaining program quality, operational stability, and the core values that have guided the school since its founding.

How Learning Best Occurs

Learning in the knowledge age is most powerful when students are actively engaged as first-hand inquirers, creators, and contributors to their communities and the ever-changing global society. At LdVCS, students are valued as producers of knowledge who investigate, question, design, and apply their learning in meaningful ways. Inspired by Leonardo da Vinci's curiosity, creativity, and commitment to understanding the world, our instructional program develops the habits of mind that empower students to think critically, innovate, and pursue ideas across disciplines.

Rather than passively acquiring isolated facts, students at LdVCS engage in an instructional program grounded in inquiry-driven, PBL supported by technology. Like Leonardo da Vinci—a true Renaissance thinker whose work bridged art, science, mathematics, engineering, and observation—our students are encouraged to interpret, challenge, and expand knowledge through exploration and discovery. Through authentic learning experiences, students develop the creativity, collaboration, communication, problem-solving, and critical thinking skills needed to thrive in a complex and changing world.

Through project-based learning, students deepen their understanding by investigating meaningful questions, conducting research, testing ideas, creating solutions, and reflecting on their learning. We believe learning is most transformative when students are motivated by curiosity and inspired to explore the world around them. PBL honors students' natural desire to discover, while fostering an appreciation for diverse perspectives, ethical considerations, innovation, and original thinking.

At its best, project-based learning engages students over extended periods of time, encouraging them to develop ideas, produce drafts, revise their work, and reflect on their growth. It promotes collaboration by allowing each student to contribute unique strengths, talents, and perspectives. Projects mirror the meaningful work students will encounter beyond school by challenging them to solve authentic problems and create products that have purpose and relevance within their communities. These experiences help students recognize their strengths, pursue their passions, and experience the deep engagement that comes from authentic, self-directed learning.

The teachers and staff at LdVCS believe that learning flourishes within a collaborative community where educators, families, students, and community partners work together to ensure every student reaches their highest potential. Leonardo da Vinci Health Sciences Charter School is committed to student-centered, interactive classrooms where student voices are valued and where curiosity, creativity, inquiry, and collaboration guide the learning experience. By embodying the spirit of Leonardo da Vinci, our students become lifelong learners who question, create, and contribute to a world of constant change.

An Educated Person in the 21st Century

An educated person in the 21st century must possess a broad range of knowledge, skills, and dispositions that prepare them to navigate a rapidly changing world. Unlike the Industrial Age model of education, which often emphasized the acquisition of information and standardized processes, 21st-century learning requires students to become critical thinkers, problem-solvers, collaborators, innovators, and lifelong learners.

At Leonardo da Vinci Health Sciences Charter School (LdVCS), we believe students must develop both a strong academic foundation and the ability to apply their learning in authentic contexts. Inspired by Leonardo da Vinci's curiosity, creativity, and interdisciplinary approach to discovery, our students are encouraged to question, investigate, create, and contribute as engaged members of their communities and the global society.

Learning for the 21st Century: A Report and Mile Guide for 21st Century Skills (2007) identifies several key elements necessary for developing 21st-century skills:

1) Emphasize core academic knowledge:
   A strong foundation in core subjects—including English language arts, mathematics, science, world languages, civics, economics, history, geography, and the arts—provides the essential knowledge students need to understand the world and develop innovative solutions to complex challenges.
2) Develop learning and thinking skills:
   Students must learn how to learn. Beyond mastering content, they need the ability to communicate effectively, think critically, solve problems, collaborate with others, manage information, and direct their own learning throughout their lives.
3) Integrate 21st-century tools and technologies:
   In an increasingly digital world, students need to use technology purposefully to research, communicate, create, collaborate, and solve problems. Digital literacy is essential for success in both academic and professional environments.
4) Connect learning to real-world contexts:
   Students learn best when they see the relevance and purpose behind their work. Learning experiences should connect academic concepts to authentic challenges, real-world applications, and experiences both within and beyond the classroom.
5) Teach content that prepares students for the future:
   Students must develop an understanding of the interconnected world in which they live. This includes global awareness, financial and economic literacy, civic responsibility, and the ability to engage thoughtfully with complex issues.
6) Assess learning through multiple measures:
   Preparing students for the 21st century requires assessments that capture more than content recall. A balanced approach—including performance-based tasks, projects, classroom assessments, and standardized measures—provides a more complete picture of student growth and mastery.

At LdVCS, these principles come together through student-centered, inquiry-driven learning experiences that empower students to become knowledgeable, creative, and compassionate leaders. Like Leonardo da Vinci, our students are encouraged to remain curious, challenge assumptions, connect ideas across disciplines, and use their knowledge to make meaningful contributions to the world.

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

Instructional Minutes

LdVCS provides all students with a total of 180 instructional days, that exceeds the 175 instructional day minimum for Charter Schools, in compliance with Title 5, California Code of Regulations, Section 11960 and the required number of annual instructional minutes (Education Code Section 47612.5), as evidenced in the following chart.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above State Req't.
TK	Yes	130	335	34	210	16	210	0	0	180	36000	54050	18050
K	Yes	130	345	34	220	16	220	0	0	180	36000	55850	19850
1	Yes	130	345	34	220	16	220	0	0	180	50400	57650	7250
2	Yes	130	355	34	230	16	230	0	0	180	50400	57650	7250
3	Yes	130	355	34	230	16	230	0	0	180	50400	57650	7250
4	Yes	130	360	34	235	16	235	0	0	180	54000	58550	4550
5	Yes	130	360	34	235	16	235	0	0	180	54000	58550	4550
6	Yes	130	360	34	235	16	235	0	0	180	54000	58550	4550

By providing additional learning opportunities beyond required instructional minutes, LdVCS supports deeper engagement, enrichment, intervention, and the development of the academic, social-emotional, and lifelong learning skills needed for student success. LdVCS follows all California-required attendance accounting and reporting requirements and will submit for approval the specific means used for student attendance accounting and reporting, sufficient to support state Average Daily Attendance (ADA) claims and satisfy any attendance-related audits. For independent study, LdVCS implements and maintains specific procedures for determining and recording attendance, including methods to verify that the enrolled student is completing the assigned work and clearly defining the amount of completed work and/or instructional time that constitutes a day of attendance in accordance with applicable California law.

Sample Academic Calendar and Schedules

The Charter School Academic School year starts in July and ends in June and runs on a year around school year calendar. The following is the anticipated Academic School Year calendar for the 2027-28 school year.

Leonardo da Vinci Health Sciences Charter School

2027-2028 School Calendar

July 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 8

August 2027

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 22

September 2027

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days: 12

October 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 19

November 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 16

December 2027

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 13

January 2028

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days: 14

February 2028

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

Instructional Days: 20

March 2028

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 13

April 2028

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 19

May 2028

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 22

June 2028

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Instructional Days: 2 (180)

Key: No School Minimum Day

Important Dates

Date	Event
Jul 14	Teacher Prep Week Begins
Jul 21 - 23	First Week; Minimum Day: end 12:30pm
Sep 6	Labor Day: No School
Sep 20 - Oct 1	Fall Break: No School
Oct 4	Teacher Prep Day: No School
Oct 5	Students return from Fall Break
Nov 1 - 5	Parent/Teacher Conferences; Minimum Day: 7:55am - 12:30pm
Nov 11	Veterans Day Observation: No School
Nov 22 - 26	Thanksgiving Break: No School
Dec 20 - Jan 7	Winter Break: No School

Date	Event
Jan 10	Teacher Prep Day: No School
Jan 11	Students return from Winter Break
Jan 17	MLK Jr Day: No School
Jan 26 - 28	Student-led Conferences (Minimum Day): 7:55am - 12:30pm
Feb 21	Presidents' Day: No School
Feb 28 - Mar 3	Parent/Teacher Conferences; Minimum Day: 7:55am - 12:30pm
Mar 20 - 31	Spring Break: No School
Apr 3	Teacher Prep Day: No School
Apr 4	Students return from Spring Break
May 29	Memorial Day: No School
Jun 2	Last Day for Student Attendance; Minimum Day: 7:55am - 12:30pm

Sample Daily Bell Schedules 2027-28

The following chart reflects the anticipated bell schedule for grades TK-6 for regular and minimum days. Note: Designated ELD takes place during the instructional day four to five times per week across all grades.

Monday, Tuesday, Thursday, Friday			Wednesday		
Grade: TK	Start	End	Grade: TK	Start	End
SEL	7:55	8:30	SEL	7:55	8:40
ELA/RTI	8:30	9:30	Health	8:40	9:10
Social Studies/Science	9:30	10:00	Social Studies/Science	9:10	10:00
Math	10:00	10:30	Math	10:00	10:30
Lunch/Recess	10:30	11:10	Lunch/Recess	10:30	11:10
Phonics/Phonological Awareness	11:10	11:35	Phonics/Phonological Awareness	11:10	11:35
PE	11:35	12:05	ELA	11:35	12:05
Spanish	12:05	12:35			
Quiet Time	12:35	1:00			
Snack/Recess	1:00	1:30			
SEL	1:30	2:15			
SEL	2:15	2:30			

Monday, Tuesday, Thursday, Friday			Wednesday		
Kindergarten	Start	End	Kindergarten	Start	End
Calendar	7:55	8:15	Calendar	7:55	8:15
Math	8:15	9:10	Math	8:15	9:10
PE	9:10	9:40	Health	9:10	9:40
Spanish/RTI	9:40	10:10	ELA/ELD	10:00	10:30
Phonics/Phonological Awareness	10:10	10:30	Phonics/Phonological Awareness	10:10	10:30
Lunch/Recess	10:30	11:10	Lunch/Recess	10:30	11:10
ELA	11:15	12:20	Writing	11:10	11:35
ELD	12:20	12:50	SEL	11:35	12:15
Snack/Recess	1:00	1:20			
Read Aloud	1:20	1:35			
Writing	1:35	2:00			
Science/Social Studies	2:00	2:20			
SEL	2:20	2:40			

Monday, Tuesday, Thursday, Friday			Wednesday		
1st Grade	Start	End	1st Grade	Start	End
PE	7:55	8:30	Health	7:55	8:40
Spanish/RTI	8:30	9:00	SEL	8:40	9:00
Phonics/Phonological Awareness	9:10	9:40	Phonics/Phonological Awareness	9:00	9:40
ELA	9:40	10:30	ELA/ELD	9:40	10:10
Writing	10:10	10:30	Writing	10:10	10:30
Lunch/Recess	10:30	11:10	Lunch/Recess	10:30	11:10
Math	11:10	12:10	Math	11:10	12:15
Social Studies/Science	12:20	12:50			
Snack/Recess	1:00	1:20			
ELD	1:20	2:00			
SEL	2:00	2:40			

Monday, Tuesday, Thursday, Friday			Wednesday		
2nd Grade	Start	End	2nd Grade	Start	End
SEL	7:55	8:15	SEL	7:55	8:15
Phonics/Phonological Awareness	8:15	9:30	Phonics/Phonological Awareness	8:15	9:30
ELA	9:30	10:00	ELA	9:30	10:00
Math	10:00	10:55	Health	10:00	10:55
Lunch/Recess	10:55	11:35	Lunch/Recess	10:55	11:35
Read Aloud	11:35	11:45	Read Aloud	11:35	11:45
Math	11:45	12:15	Math	11:45	12:25
Writing/Social Studies/Science	12:15	12:55			
ELD	12:55	1:25			
Snack/Recess	1:25	1:45			
PE	1:45	2:20			
Spanish/RTI	2:20	2:50			

Monday, Tuesday, Thursday, Friday			Wednesday		
3rd Grade	Start	End	3rd Grade	Start	End
SEL	7:55	8:20	Health	7:55	8:15
ELA	8:20	9:20	ELA	8:35	9:15
Math	9:20	10:20	Math	9:20	10:20
ELD	10:20	10:55	Phonics/Phonological Awareness	10:20	10:55
Lunch/Recess	10:55	11:35	Lunch/Recess	10:55	11:35
ELA	11:35	12:00	Read Aloud	11:35	12:00
Social Studies/Science	12:00	12:50	Math	12:00	12:25
Phonics/Writing	1:50	1:25			
Snack/Recess	1:25	1:45			
PE	1:45	2:20			
Spanish/RTI	2:20	2:50			

Monday, Tuesday, Thursday, Friday			Wednesday		
4th Grade	Start	End	4th Grade	Start	End
SEL	7:55	8:25	SEL	7:55	8:25
Math	8:25	9:10	Math	8:25	9:30
PE	9:10	9:40	Health	9:35	10:00
Spanish/RTI	9:40	10:10	ELA	10:00	10:30
ELA	10:10	11:00	Phonics/Spelling	10:30	10:50
ELA	11:00	11:25	SEL	10:50	11:25
Lunch/Recess	11:25	12:00	Lunch/Recess	11:25	12:00
Phonics/Spelling	12:00	12:30	Read Aloud	12:00	12:30
Social Studies/Science	12:35	1:25			
Snack/Recess	1:25	1:45			
ELD	1:45	2:20			
Read Aloud	2:25	3:00			

Monday, Tuesday, Thursday, Friday			Wednesday		
5th Grade	Start	End	5th Grade	Start	End
SEL	7:55	8:20	SEL	7:55	8:10
ELA	8:20	9:20	ELA	8:10	9:20
Math	9:20	10:30	Math	9:20	10:30
Spanish/RTI	10:30	10:55	Health	10:30	10:50
PE	10:55	11:20	SEL	10:50	11:25
Lunch/Recess	11:25	12:00	Lunch/Recess	11:25	12:00
Read Aloud	12:00	12:20	Read Aloud	12:00	12:30
Writing/Social Studies	12:20	12:55			
ELD	12:55	1:25			
Snack/Recess	1:25	1:45			
Science	1:45	3:00			

Monday, Tuesday, Thursday, Friday			Wednesday		
6th Grade	Start	End	6th Grade	Start	End
ELA	7:55	9:00	ELA	7:55	9:00
Math	9:00	10:00	Math	9:00	10:00
Small Groups	10:00	10:30	Small Groups	10:00	10:30
Spanish/RTI	10:30	10:55	Health	10:30	10:55
PE	10:55	11:20	Health	10:55	11:20
Lunch/Recess	11:25	12:00	Lunch/Recess	11:25	12:00
ELD	12:00	1:00	SEL	12:00	12:30
Read Aloud	1:00	1:45			
Snack/Recess	1:45	2:05			
Science/Social Studies	2:05	3:00			

Instructional Design and Curriculum

LdVCS is a student-centered community of learners dedicated to developing the whole child—mind, body, and heart. Through a rigorous, standards-aligned educational program, LdVCS empowers students to become curious, creative, and capable learners who actively engage in their education and develop the knowledge, skills, and habits necessary for lifelong success.

The LdVCS instructional program integrates health sciences across the curriculum, connecting academic learning to wellness, inquiry, problem-solving, and real-world applications. Students engage in meaningful learning experiences through hands-on investigations, interdisciplinary instruction, project-based learning, technology-enhanced learning, and authentic opportunities to apply knowledge. These experiences foster critical thinking, collaboration, communication, creativity, and leadership while supporting students' academic and personal growth.

Instruction at LdVCS is aligned with the California State Standards, including the California Common Core State Standards for English Language Arts and Mathematics (CA CCSS), California Next Generation Science Standards (CA NGSS), and California History–Social Science Standards. Literacy instruction incorporates evidence-based practices informed by the Science of Reading to develop foundational skills, fluency, vocabulary, comprehension, and critical thinking. Mathematics instruction emphasizes conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving through authentic and relevant applications.

Across grade levels, teachers design and implement standards-based instructional units that integrate content knowledge, health sciences connections, and research-based instructional strategies to support student engagement and achievement. While health sciences serves as a defining feature of the LdVCS educational model, all students receive a comprehensive course of study that includes English Language Arts, Mathematics, History–Social Science, Science, Visual and Performing Arts, Physical Education, Health Education, Spanish, and enrichment opportunities.

Through this integrated approach, LdVCS creates a learning environment where students are encouraged to explore, discover, and contribute as informed members of their community. By

combining academic excellence with health and wellness education, LdVCS prepares students to lead healthy, purposeful, and successful lives.

English Language Arts

Students develop strong literacy skills through evidence-based reading instruction grounded in the Science of Reading. Students build foundational reading skills, vocabulary, comprehension, writing, speaking, and language abilities across multiple forms of expression, including written, oral, multimedia, and performance-based formats. Students learn to communicate effectively by applying their literacy skills in age-appropriate ways across settings, disciplines, and audiences.

LdVCS uses McGraw Hill Wonders as its core ELA curriculum for students in grades K–6. Wonders is a comprehensive literacy program that provides teacher editions, student editions, leveled readers, workbooks, and supplemental instructional resources to support the development of strong reading and writing skills. The curriculum integrates reading, writing, speaking, listening, vocabulary, and language development through engaging, high-quality literary and informational texts. Structured lessons provide systematic instruction that builds foundational literacy skills while promoting comprehension, critical thinking, and effective communication.

The Wonders curriculum is aligned with the Science of Reading and incorporates evidence-based instructional practices that support all aspects of literacy development. Students receive explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, language comprehension, and knowledge building. Through teacher-directed lessons, guided practice, collaborative learning opportunities, and independent application, students develop the foundational skills necessary for proficient reading while building background knowledge and comprehension across a variety of content areas.

Assessment is an integral component of the Wonders program. The curriculum includes formative and summative assessments, progress monitoring tools, and data reports that enable teachers to evaluate student growth and identify areas requiring additional support or enrichment. Assessment data informs instructional planning and intervention, allowing teachers to differentiate instruction based on individual student needs. Students also participate in regular opportunities for practice and skill reinforcement, including activities that help prepare them for computer-based and state assessments while building confidence as independent readers and writers.

Reading

A primary goal of the literacy program at LdVCS is to develop confident, skilled readers who value reading as a source of knowledge, discovery, creativity, and lifelong learning. Through a Science of Reading-aligned approach, students receive explicit, systematic, and evidence-based literacy instruction designed to develop strong foundational skills, language comprehension, and a deep understanding of text.

LdVCS literacy instruction is grounded in the principles of structured literacy and incorporates the essential components of reading development, including phonological awareness, phonics,

fluency, vocabulary, oral language, background knowledge, and comprehension. Through whole-group instruction, targeted small-group instruction, guided practice, and independent application, teachers provide differentiated support to meet the needs of every learner.

Teachers explicitly teach students how to decode, analyze, and understand complex text while developing the knowledge and vocabulary necessary for meaningful comprehension. Students engage with a wide range of texts and learn comprehension strategies such as making connections, asking questions, predicting, monitoring understanding, clarifying, summarizing, inferring, and visualizing.

As outlined in the California English Language Arts Standards and informed by Science of Reading research, instruction emphasizes systematic word study, fluency development, vocabulary acquisition, language comprehension, and written expression:

- Kindergarten: Students develop phonological awareness, letter knowledge, sound-symbol relationships, and early decoding skills while building oral language and comprehension through rich read-aloud experiences.
- Grades 1–4: Students strengthen foundational reading skills through explicit phonics instruction, syllable patterns, morphology, fluency practice, vocabulary development, and comprehension of increasingly complex texts.
- Grades 5–6: Students apply knowledge of morphology, word origins, academic vocabulary, text structures, and content knowledge to analyze complex texts, determine meaning, and communicate ideas effectively.

Through a balanced and evidence-based literacy approach, LdVCS supports students in becoming capable readers, writers, communicators, and critical thinkers across all content areas.

Writing

A primary goal of the writing program at LdVCS is to develop confident, effective communicators who can use writing to express ideas, build knowledge, and engage with the world around them. Aligned with the Science of Reading, writing instruction is grounded in evidence-based literacy practices that connect reading, language development, vocabulary, comprehension, and written expression.

Students strengthen writing skills through frequent opportunities to write for a variety of purposes, forms, audiences, and content areas throughout the school day. Through explicit instruction, modeling, guided practice, and independent application, students learn how to develop ideas, organize their thinking, use precise language, and communicate effectively.

Within project-based and inquiry-driven learning experiences, writing serves as a tool for thinking and learning. Students use writing to investigate questions, explain their reasoning, analyze information, document their learning, communicate solutions, and reflect on their discoveries. Writing becomes a meaningful process for students to make connections, develop knowledge, and share ideas with authentic audiences.

LdVCS recognizes that strong writers develop through intentional practice and instruction in the writing process. Students receive support in generating ideas, planning, drafting, revising,

editing, and publishing their work. Teachers explicitly teach sentence structure, grammar, vocabulary, organization, and the use of evidence to strengthen student writing across grade levels and disciplines.

Writing instruction at LdVCS emphasizes real-world communication and prepares students to write for academic, professional, and personal purposes. Students develop the ability to adjust their writing based on audience, purpose, and context while building confidence as lifelong communicators.

As outlined in the California English Language Arts Standards, writing instruction progresses developmentally and supports students in writing for a variety of purposes, including narrative, informative/expository, and opinion/argument writing:

- Kindergarten: Students develop early writing skills by forming letters, writing words and simple sentences, and connecting oral language to written expression. Students begin to share ideas through drawings, dictation, and early written forms.
- Grades 1–4: Students write clear sentences and organized paragraphs that communicate ideas, develop topics, and demonstrate awareness of purpose and audience. Students learn the structures and features of narrative, informative/expository, and opinion writing while engaging in the writing process through planning, drafting, revising, and editing.
- Grades 5–6: Students write organized, focused pieces that include evidence, explanation, and appropriate academic language. Students refine their ability to write narratives, explain ideas, analyze information, and support opinions with relevant evidence and reasoning.

Through a Science of Reading-aligned approach, LdVCS supports students in becoming skilled readers, writers, and thinkers who can communicate with clarity, creativity, and purpose across disciplines and real-world contexts.

Speaking and Listening

Oral language is a foundation for literacy development, critical thinking, collaboration, and effective communication. At LdVCS, speaking and listening are essential components of the learning process and are intentionally developed across all grade levels. Through evidence-based literacy practices aligned with the Science of Reading, students build vocabulary, language comprehension, active listening skills, and the ability to communicate ideas clearly and effectively.

Speaking and listening skills are embedded throughout the school day through classroom discussions, collaborative learning, project-based learning experiences, presentations, and authentic opportunities to share ideas with others. LdVCS classrooms emphasize student voice and active participation, with the goal that students engage in meaningful academic discourse and spend a significant portion of instructional time speaking, collaborating, and explaining their thinking. Teachers utilize intentional discussion strategies, such as Think-Pair-Share, partner discussions, collaborative conversations, and structured academic discourse, to ensure all students have opportunities to process ideas, ask questions, build on the thinking of others, and communicate their learning.

Students learn to listen actively, express ideas clearly, provide evidence to support their thinking, and engage respectfully with diverse perspectives. Through daily opportunities for discussion and reflection, students develop confidence as communicators and deepen their understanding across content areas.

As outlined in the California English Language Arts Standards, speaking and listening instruction progresses developmentally:

- Kindergarten: Students develop foundational communication skills by listening actively, participating in conversations, following oral directions, and sharing ideas through words, phrases, sentences, drawings, and other forms of expression. Students are encouraged to ask questions, explore their curiosity, and share their innovative ideas with others.
- Grades 1–4: Students engage in collaborative discussions, listen critically, ask and answer questions, and communicate ideas clearly using appropriate vocabulary, sentence structure, and delivery. Students share their thinking, build on the ideas of others, and collaborate to solve problems and create new understandings.
- Grades 5–6: Students participate in discussions, evaluate information presented orally, and deliver organized presentations that communicate ideas clearly while considering audience, purpose, and context. Students use speaking and listening skills to explain reasoning, defend ideas with evidence, and present solutions to authentic problems.

LdVCS develops confident communicators who use oral language to build knowledge, strengthen relationships, and contribute meaningfully to their classrooms, communities, and the world.

Mathematics

Students at LdVCS develop mathematical understanding through reasoning, problem-solving, communication, and application. Mathematics instruction focuses on building conceptual understanding, procedural fluency, and the ability to use mathematics as a tool for analyzing and solving meaningful, real-world problems.

Aligned with the California Common Core State Standards for Mathematics, students develop skills in number sense and operations, algebraic reasoning, geometry and measurement, statistics, data analysis, and probability. In addition to mastering mathematical content, students engage in the Standards for Mathematical Practice, developing the habits of mind needed to become confident and flexible mathematical thinkers.

Students are encouraged to:

- Make sense of problems and persevere in solving them;
- Reason abstractly and quantitatively;
- Construct viable arguments and critique the reasoning of others;
- Model with mathematics and apply concepts to real-world situations;
- Use mathematical tools strategically;
- Attend to precision in their calculations, explanations, and communication;
- Recognize patterns and structures within mathematical concepts; and

- Identify repeated reasoning and use those insights to develop efficient strategies.

LdVCS implements effective mathematics teaching practices that emphasize meaningful tasks, productive struggle, student discourse, and multiple representations. Students explore concepts through hands-on experiences, visual models, collaborative discussions, and opportunities to explain their thinking. Teachers facilitate learning by asking purposeful questions, encouraging multiple approaches, and supporting students in connecting mathematical ideas.

From the earliest grades, students develop strong number sense by exploring quantities, relationships, patterns, and operations through concrete and real-world experiences. As students progress, they strengthen their computational fluency while applying mathematical reasoning to increasingly complex problems.

Through inquiry, collaboration, and authentic application, LdVCS students develop the perseverance, creativity, and critical thinking skills needed to use mathematics confidently in school, careers, and everyday life.

As outlined in the California Common Core State Standards for Mathematics, LdVCS provides a coherent, rigorous mathematics program designed to build conceptual understanding, procedural fluency, and mathematical reasoning. Through the use of Eureka Math's research-based approach, students engage in a carefully sequenced progression of learning that develops deep understanding through problem-solving, mathematical models, discussion, and application.

Across grade levels, students develop the Standards for Mathematical Practice by making sense of problems, persevering through challenges, reasoning with mathematics, modeling real-world situations, using tools strategically, attending to precision, and communicating their mathematical thinking. Teachers support students in moving from concrete experiences to visual representations and abstract reasoning, ensuring that students understand both the "how" and the "why" behind mathematical concepts.

LdVCS uses Eureka Math as its core mathematics curriculum. Eureka Math provides comprehensive instructional materials, including Teacher Editions, Student Workbooks, and additional print resources for students in Pre-K through Grade 12. Spanish-language editions are available for grades K–8 to support multilingual learners and families. For students in grades K–6, the Learn, Practice, Succeed workbooks offer multiple opportunities for differentiated instruction, targeted practice, intervention, and assessment to meet the diverse learning needs of students.

The Eureka Math curriculum is fully aligned with the California Common Core State Standards for Mathematics and is designed to develop deep conceptual understanding alongside procedural fluency. Through carefully sequenced lessons, students engage in mathematical reasoning, problem-solving, discussion, modeling, and real-world applications that promote a strong understanding of mathematical concepts. The curriculum encourages students to explain

their thinking, make connections among mathematical ideas, and apply their knowledge in meaningful contexts.

Assessment is an integral component of the Eureka Math program. The curriculum includes formative and summative assessments, progress monitoring tools, and data reports that help teachers monitor student understanding and measure academic growth. Assessment results inform instructional planning, allowing teachers to identify student strengths, provide targeted intervention or enrichment, and differentiate instruction to meet individual learning needs. Students also participate in regular opportunities for practice, skill reinforcement, and preparation for computer-based and state assessments, ensuring they develop the mathematical knowledge and confidence necessary for future success.

- Kindergarten: Students build foundational number sense through exploration of counting, quantities, comparison, patterns, shapes, and measurement. Students use objects, drawings, and mathematical language to represent their thinking and develop an understanding of numbers and relationships.
- Grade One: Students develop understanding of place value within the base-ten system and strengthen addition and subtraction strategies. Students use concrete models, drawings, and equations to solve problems, build fluency, explore measurement, and analyze shapes and data.
- Grade Two: Students deepen understanding of place value and addition and subtraction while developing foundations for multiplication and division. Students use models and strategies to solve problems, explore measurement, geometry, and data, and explain their mathematical reasoning.
- Grade Three: Students develop fluency with multiplication and division while building understanding of fractions, area, and measurement. Students solve multi-step problems, analyze patterns, represent relationships, and use mathematical models to explain their thinking.
- Grade Four: Students extend their understanding of multi-digit operations, fractions, decimals, geometry, and measurement. Students develop strategies for solving complex problems, analyze mathematical relationships, and apply concepts through real-world situations.
- Grade Five: Students apply operations with whole numbers, fractions, and decimals while developing deeper understanding of place value and mathematical relationships. Students explore volume, geometry, data, and problem-solving strategies through models, reasoning, and application.
- Grade Six: Students apply mathematical understanding to ratios, rates, proportions, expressions, equations, statistics, probability, and geometry. Students analyze relationships, interpret data, evaluate solutions, and use mathematics to model real-world situations.

Across all grade levels, LdVCS mathematics instruction follows a coherent progression that develops conceptual understanding, procedural fluency, and application. Students engage in problem-solving, mathematical discourse, and purposeful practice that builds confidence, perseverance, and the ability to think critically as mathematicians.

History/Social Studies

Teachers at LdVCS build upon students' curiosity about themselves, their communities, and the world by engaging students in meaningful investigations of history, geography, civics, and social sciences. Through the TCI instructional approach, students experience history as an active exploration of people, events, ideas, and issues rather than simply a collection of facts. Students analyze information, ask questions, evaluate evidence, and develop explanations through inquiry-based learning experiences.

LdVCS teachers provide access to the California History–Social Science Standards through a variety of research-based instructional strategies, including project-based learning, collaborative investigations, interactive lessons, simulations, discussions, and the analysis of primary and secondary sources. These experiences encourage students to think critically, make connections across disciplines, and apply their learning to real-world contexts.

The LdVCS history–social science program develops students' knowledge and cultural understanding, civic responsibility, democratic values, and the academic and social skills needed to participate thoughtfully in diverse communities. Students learn to understand multiple perspectives, examine complex issues, communicate ideas effectively, and engage as informed citizens.

Key skills developed through history–social science instruction include:

- Investigating questions and solving problems using evidence and inquiry;
- Reading and analyzing informational texts and primary sources;
- Developing academic vocabulary and content knowledge;
- Communicating ideas through discussion, writing, presentations, and projects;
- Understanding civic principles and contributing to their communities.

As outlined in the California History–Social Science Standards, LdVCS teachers provide developmentally appropriate instruction that supports students in becoming knowledgeable, curious, and engaged citizens who understand their role in a changing world.

LdVCS uses Teacher's Curriculum Institute (TCI) as its core History–Social Science curriculum. TCI provides a comprehensive, inquiry-based program that engages students in the study of history, geography, civics, economics, and culture through interactive lessons, primary source analysis, collaborative activities, and meaningful discussions. Students investigate historical events from multiple perspectives, analyze evidence, make connections between the past and present, and develop the knowledge and skills necessary to become informed, responsible, and engaged citizens. The curriculum supports the California History–Social Science Framework while promoting critical thinking, civic engagement, communication, and problem-solving skills.

Assessment is an integral component of the TCI History–Social Science program. The curriculum includes formative and summative assessments, interactive activities, performance tasks, and progress monitoring tools that enable teachers to evaluate student understanding and academic growth. Assessment data informs instructional planning, allowing teachers to provide targeted intervention, enrichment, and differentiated instruction to meet individual student needs while supporting continued growth in historical thinking and civic literacy.

Kindergarten

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

Grade One

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

Grade Two

- People Who Make a Difference
- People Who Supply Our Needs
- Our Parents, Grandparents, and Ancestors from Long Ago People from Many Cultures, Now and Long Ago

Grade Three

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

Grade Four

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

Grade Five

- United States History and Geography: Making a New Nation: The Land and People Before Columbus
- Age of Exploration
- Settling the Colonies (The Virginia Settlement of Life in New England and The Middle Colonies)
- Settling the Trans-Appalachian West

- The War for Independence
- Life in the Young Republic
- The New Nation's Westward Expansion
- Linking Past to Present: The American People, Then and Now

Grade Six

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

Physical Education and Health Education

The physical education program at LdVCS supports the development of the whole child—mind, body, and heart—by promoting physical literacy, healthy habits, teamwork, and lifelong wellness. Through movement, fitness, and health-focused learning experiences, students develop the knowledge, skills, and confidence needed to participate in physical activity and make informed choices that support their overall well-being.

Aligned with the California Physical Education Model Content Standards, LdVCS students develop fundamental movement skills, physical fitness, self-management skills, and social responsibility. Through developmentally appropriate activities, students learn and apply locomotor, non-locomotor, and manipulative skills while exploring movement concepts such as body awareness, space, effort, and relationships. Students participate in a variety of individual, cooperative, and team-based activities that build coordination, endurance, strength, flexibility, and confidence.

LdVCS emphasizes the connection between physical activity, health sciences, and lifelong wellness. Students learn how regular movement, fitness, nutrition, and healthy behaviors contribute to physical, mental, and emotional health. Students develop an understanding of fitness components, goal setting, personal responsibility, injury prevention, and the role of active lifestyles in maintaining long-term health.

Physical education also serves as an important setting for social-emotional development. Through collaborative activities and team experiences, students practice communication, leadership, perseverance, respect, problem-solving, and sportsmanship. Students learn to manage emotions, work effectively with others, and contribute positively to their school community.

Across all grade levels, students:

- Demonstrate fundamental movement skills and patterns needed for a variety of physical activities;
- Apply movement concepts, strategies, and principles to improve performance;
- Develop and maintain physical fitness through regular participation and goal setting;
- Understand the relationship between physical activity, nutrition, and lifelong wellness;
- Demonstrate teamwork, responsibility, respect, and positive social behaviors;
- Make healthy choices that support individual and community well-being.

Through a comprehensive physical education program connected to health sciences, LdVCS develops physically literate students who are prepared to lead active, healthy, and balanced lives. Students recognize that wellness is an ongoing practice that extends beyond the school environment and contributes to their success as lifelong learners and engaged members of their communities.

Science

Students at LdVCS develop scientific understanding through inquiry, investigation, and application of the California Next Generation Science Standards (CA NGSS). Through the TCI instructional approach, students engage with science as active investigators who observe phenomena, ask questions, analyze evidence, develop models, conduct investigations, and construct explanations about the natural world.

Science instruction at LdVCS emphasizes three-dimensional learning by integrating Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Students explore concepts in life science, physical science, earth and space science, and engineering through hands-on experiences, collaborative investigations, problem-solving, and real-world connections. Learning begins with curiosity and authentic questions, allowing students to make sense of the world around them.

Students develop the habits of scientists and engineers by observing, comparing, measuring, analyzing data, identifying patterns, designing solutions, and communicating evidence-based conclusions. Through laboratory investigations, interactive learning experiences, and project-based applications, students build critical thinking skills and understand how scientific knowledge impacts individuals, communities, and the world.

Science learning is intentionally connected to literacy development. Students read and analyze informational texts, build academic vocabulary, write explanations, record observations, interpret data, and communicate scientific ideas in multiple formats. Students regularly engage in science writing, including investigation notes, reflections, explanations, and evidence-based claims.

For example, students may document observations of a life cycle through scientific journals, create models to explain natural processes, or design solutions to real-world challenges. These experiences allow students to combine creativity, communication, and scientific reasoning while producing meaningful work products.

As outlined in the CA NGSS, LdVCS teachers provide developmentally appropriate science instruction that supports students in:

- Asking questions and defining problems based on observations and phenomena;
- Planning and carrying out investigations;
- Developing and using models to explain scientific concepts;
- Analyzing and interpreting data;
- Using evidence to construct explanations and arguments;
- Applying scientific knowledge to design solutions;
- Communicating scientific ideas effectively.

Through inquiry-based science learning, LdVCS students develop curiosity, perseverance, and the ability to think like scientists—using evidence, creativity, and collaboration to better understand and improve the world around them.

LdVCS uses Teachers' Curriculum Institute (TCI) as its core Science curriculum. TCI provides a comprehensive, inquiry-based science program aligned with the CA NGSS. The curriculum is organized around the three dimensions of science learning, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts and engages students through phenomenon-based investigations, hands-on learning experiences, engineering design challenges, and collaborative inquiry. Students develop scientific reasoning, conceptual understanding, and problem-solving skills while applying their learning to authentic, real-world situations.

Assessment is an integral component of the TCI Science program. The curriculum includes formative and summative assessments, performance tasks, interactive activities, and progress monitoring tools that help teachers evaluate student understanding and measure academic growth. Assessment results guide instructional planning, enabling teachers to provide targeted support, enrichment, and differentiated instruction based on individual student needs. Students also participate in ongoing opportunities to apply scientific concepts and practices, preparing them for future science learning and state assessments.

Kindergarten

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

Grade One

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

Grade Two

- The motion of objects can be observed and measured.
- Plants and animals have predictable life cycles.
- Earth is made of materials that have distinct properties and provide resources for human activities.

- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Grade Three

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

Grade Four

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

Grade Five

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

Grade Six

- Plate tectonics explains the formation of Earth's surface features and the occurrence of major geologic events.
- Weathering, erosion, and deposition change Earth's surface by breaking down, transporting, and reshaping rock and soil.
- Energy transfer within Earth's systems influences natural processes, including heat movement through conduction, convection, and radiation.
- Earth's surface processes and patterns are influenced by the transfer and cycling of energy throughout the atmosphere, oceans, and land.

- Organisms in ecosystems interact with one another and their environment through the flow of energy and cycling of matter.
- Natural resources vary in availability, distribution, and renewability, and human use impacts Earth's systems.
- Scientific knowledge develops through asking questions, designing investigations, analyzing evidence, and communicating explanations.

Unique Aspects of the Educational Program

Beyond standards alignment, LdVCS enriches learning through health sciences integration, a dedicated physical education program, Spanish language instruction, visual and performing arts (VAPA), enrichment opportunities, family engagement, and community partnerships that foster curiosity, creativity, critical thinking, resilience, and lifelong learning.

Health Sciences

The curricular focus for LdVCS is health sciences, extending from personal wellness to community and global awareness. Through a mind, body, and heart approach, students develop knowledge, skills, and habits that support lifelong health and empower them to become informed contributors to their communities and the world.

LdVCS students develop understanding and gain hands-on experience in three key areas: what it means to be a healthy individual by supporting physical, mental, emotional, and social well-being through healthy habits, informed decision-making, and personal responsibility; what it means to build a healthy community and society by recognizing the connections between individual choices, relationships, public health, and collective well-being; and what health-related issues impact local and global communities by exploring complex health challenges and opportunities for innovation, advocacy, and positive change.

LdVCS recognizes that student health and academic success are deeply connected. Educating the whole child means supporting students' physical, emotional, and social needs so they can develop resilience, confidence, responsibility, and the skills necessary for success in school and beyond. Through strong partnerships among students, families, educators, and the community, LdVCS promotes healthy choices and environments that support learning.

Health issues transcend geographic and cultural boundaries. Students examine local, national, and global health topics, including health equity, access to quality care, nutrition, disease prevention, environmental health, and the impact of individual and collective choices on well-being. Students are encouraged to understand that healthy communities depend on informed, compassionate, and engaged citizens.

The LdVCS health sciences program develops health-literate students who demonstrate:

- Responsibility for lifelong personal health and wellness;
- Respect for and promotion of the health of others;
- An understanding of human growth, development, and interconnected systems;
- The ability to access, evaluate, and apply health-related information.

Aligned with the California Health Education Framework, LdVCS integrates health sciences concepts across disciplines while providing weekly health lessons for all students. This approach allows students to make meaningful connections among science, history-social science, personal choices, wellness, and the world around them. Through integrated and dedicated health instruction, students explore topics such as physical, mental, emotional, and social well-being, as well as the relationships between environmental health, community health, and individual choices.

To strengthen real-world connections, LdVCS develops partnerships with health care educators, practitioners, higher education institutions, and community organizations, providing students with opportunities to apply their learning and explore pathways in health and wellness fields.

Physical Education

A distinguishing feature of the LdVCS program is its dedicated physical education model, delivered by two specialized coaches who provide students with consistent, standards-aligned movement instruction, fitness development, teamwork experiences, and wellness education. While physical activity opportunities may be incorporated into the instructional day across schools, LdVCS provides intentional physical education instruction focused on teaching students how to move effectively, develop physical literacy, build lifelong fitness habits, and understand the connection between movement and overall health. This specialized approach provides students with increased opportunities for skill development, goal setting, and personalized feedback while reinforcing the school's commitment to developing the whole child—mind, body, and heart.

Spanish Class

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

The curricular focus for Spanish at LdVCS is to develop biliteracy, cultural understanding, and the ability to communicate in a multilingual world. Through language acquisition, cultural exploration, and meaningful communication, students develop the skills needed to become confident, respectful, and globally aware members of their communities.

LdVCS students develop understanding and gain hands-on experience in three key areas: what it means to be a multilingual learner by developing proficiency in listening, speaking, reading, and writing while building confidence and appreciation for communicating across languages and cultures; what it means to understand and appreciate diverse cultures by exploring the traditions, histories, perspectives, and contributions of Spanish-speaking communities while developing empathy, curiosity, and global awareness; and what it means to use language as a

tool for connection and opportunity by applying language skills in authentic contexts to communicate, collaborate, problem-solve, and engage with others locally and globally.

LdVCS recognizes that bilingualism and biliteracy are valuable assets that strengthen academic achievement, cultural competence, and future opportunities. Spanish instruction supports the development of the whole child—mind, body, and heart—by encouraging curiosity, confidence, communication, and respect for others.

The LdVCS Spanish program develops students who demonstrate:

- Proficiency in communication through listening, speaking, reading, and writing;
- An appreciation for diverse cultures, perspectives, and lived experiences;
- The ability to use language to build relationships and collaborate across communities;
- A commitment to lifelong learning and global citizenship.

Aligned with the California World Languages Standards, Spanish instruction emphasizes communication, interpretation, presentation, cultural understanding, and real-world application. Students engage in meaningful language experiences that connect Spanish learning to other disciplines, including health sciences, history-social science, science, and community engagement.

Through authentic conversations, projects, cultural exploration, and interdisciplinary connections, LdVCS supports students in becoming biliterate, multilingual learners who are prepared to participate thoughtfully and confidently in an interconnected world.

LdVCS uses Listos as its core Spanish Language Arts curriculum to support biliteracy development and high-quality literacy instruction in Spanish. The curriculum provides teachers with comprehensive instructional resources, including lesson plans, pacing guides, assessments, and professional supports to facilitate effective Spanish language arts instruction. Lessons integrate vocabulary development, phonics, fluency, reading comprehension, grammar, oral language, and written expression while providing opportunities for differentiated instruction to meet the diverse needs of learners.

The Listos curriculum is aligned with the California Spanish Language Arts and Literacy Standards and is designed to promote bilingualism, biliteracy, and academic achievement through culturally and linguistically responsive instruction. Students develop foundational literacy skills in Spanish while strengthening academic language, critical thinking, communication, and comprehension. Through systematic instruction, meaningful texts, and engaging learning experiences, students build the skills necessary for success in bilingual and dual-language educational settings.

Assessment is an integral component of the Listos program. The curriculum includes formative and summative assessments, progress monitoring tools, and instructional guidance that enable teachers to evaluate student learning and literacy development in Spanish. Assessment data informs instructional planning, allowing teachers to identify student strengths, provide targeted intervention or enrichment, and differentiate instruction based on individual student needs. Students also receive ongoing opportunities to practice and strengthen their Spanish language

and literacy skills, supporting continuous growth toward bilingual proficiency and academic success.

Visual and Performing Arts (VAPA)

The VAPA program at LdVCS fosters creativity, self-expression, collaboration, and cultural understanding while supporting the development of the whole child—mind, body, and heart. Through visual arts, music, theatre, dance, and other forms of creative expression, students develop the ability to communicate ideas, explore diverse perspectives, and make meaningful connections between their experiences, their communities, and the world around them.

Aligned with the California Arts Standards, VAPA instruction emphasizes the processes of creating, performing, responding, and connecting. Students engage in authentic arts experiences that build artistic skills, critical thinking, confidence, perseverance, and the ability to communicate through multiple forms of expression. Through artistic exploration and inquiry, students learn to take creative risks, reflect on their work, collaborate with others, and use feedback to refine their ideas.

LdVCS students develop understanding and gain hands-on experience in three key areas: what it means to be a creative thinker and artist by exploring artistic processes through visual arts, music, theatre, dance, and other creative practices while developing imagination, problem-solving skills, and confidence; what it means to understand and appreciate culture and diverse perspectives by examining how artists communicate ideas, preserve traditions, represent communities, and inspire change across history and society; and what it means to use the arts as a tool for connection and expression by creating, performing, collaborating, and sharing ideas through meaningful artistic experiences that build empathy, communication, and community.

Through integrated learning experiences, students make connections between the arts and other disciplines, including health sciences, language, history-social science, science, and community engagement. Arts education enhances academic learning by encouraging students to think creatively, approach challenges from multiple perspectives, and develop skills that support lifelong learning.

The LdVCS VAPA program develops students who demonstrate:

- Creativity, imagination, and confidence in artistic expression;
- The ability to communicate ideas through multiple artistic forms;
- An appreciation for diverse cultures, traditions, and perspectives;
- Collaboration, reflection, and the ability to give and receive feedback;
- The ability to apply artistic thinking and creativity to real-world experiences.

Through performances, exhibitions, projects, and interdisciplinary opportunities, LdVCS empowers students to become creative, compassionate, and innovative thinkers who use the arts to understand themselves, connect with others, and contribute positively to their communities.

Enrichment Opportunities

After-School Clubs and Enrichment Opportunities

To support the development of the whole child—mind, body, and heart—LdVCS offers after-school clubs and enrichment opportunities that extend learning beyond the classroom and provide students with opportunities to explore interests, develop skills, and build meaningful connections. Clubs provide hands-on experiences that promote creativity, collaboration, leadership, cultural appreciation, physical wellness, and lifelong learning.

Through opportunities such as the Garden Club, LdVCS Noticias (Spanish-language filmmaking), Alebrijes, Katrinas, Musical Theater, Cross Country, Chess Club, and Karate, students engage in activities that connect academic learning with personal interests and community experiences. These programs encourage students to express themselves, develop confidence, practice teamwork, build leadership skills, and celebrate diverse cultures and talents while promoting creativity, discipline, and physical wellness.

After-school clubs strengthen student engagement and belonging by creating spaces where students can collaborate with peers, build relationships with mentors, and apply their knowledge in authentic settings. Through these experiences, LdVCS fosters curiosity, resilience, creativity, and a strong sense of community.

Assemblies

To build and maintain a healthy, connected school community, LdVCS provides schoolwide assemblies that support social-emotional learning, celebrate student achievements, and strengthen a sense of belonging. Assemblies provide opportunities for students to reflect on their learning, share project-based work, recognize accomplishments, and highlight the diverse cultures and experiences represented within the school community. These shared experiences bring students, families, teachers, and staff together to foster connection, pride, and a positive school culture.

Intergrade Partnerships

LdVCS fosters intergrade partnerships through cross-age learning experiences that connect students across grade levels. Guided by teachers, older and younger students collaborate throughPBL experiences in which students share knowledge, solve problems, create, and learn from one another.

These partnerships provide opportunities for older students to serve as mentors, leaders, and facilitators while strengthening their communication, collaboration, and leadership skills. Younger students benefit from peer modeling, encouragement, and support as they engage in meaningful learning experiences. Through these intergrade collaborations, students build relationships, develop empathy, and contribute to a school culture rooted in teamwork, curiosity, and collective growth.

Family Engagement

LdVCS recognizes families as essential partners in supporting student achievement, wellness, and the development of the whole child—mind, body, and heart. The school fosters meaningful family engagement through ongoing communication, collaborative decision-making, parent education, volunteer opportunities, and community-building events that strengthen the connection between home and school.

Aligned with California's Local Control Funding Formula (LCFF) Local Indicators and expectations for family engagement, LdVCS provides opportunities for families to participate in school governance and advisory groups, including the Parent Advisory Council (PAC) and English Learner Advisory Committee (ELAC). These groups provide families with opportunities to share input, review school priorities, support student needs, and contribute to continuous improvement efforts.

LdVCS supports families through a monthly Parent Education Series focused on topics that promote student success, health and wellness, academic support, and family partnerships. These learning opportunities provide families with strategies and resources to support learning at home and strengthen their role as advocates for their children.

Families are also encouraged to actively participate in the life of the school through volunteer opportunities, classroom support, school activities, and community events. Family engagement nights, schoolwide events, student showcases, and other schoolwide activities provide opportunities for families to celebrate student accomplishments, build relationships, and strengthen school culture.

Through intentional family partnerships, LdVCS creates a welcoming and inclusive environment where families, students, and staff work together to support academic achievement, student well-being, and a strong sense of belonging.

Community Partnerships

LdVCS recognizes that community partnerships strengthen student learning and support the development of the whole child—mind, body, and heart. Through collaboration with local organizations, health and wellness partners, businesses, and community leaders, students engage in meaningful experiences that connect classroom learning to real-world applications.

As a health sciences charter school, LdVCS develops partnerships that support academic growth, wellness, leadership, and civic engagement. Community partners enhance learning through guest speakers, enrichment opportunities, hands-on experiences, and resources that connect students to health, science, the arts, and community needs.

These partnerships foster curiosity, empathy, and responsibility while preparing students to become engaged, informed, and contributing members of their communities.

Instructional Methods

LdVCS supports a multidisciplinary approach to teaching and learning that connects content areas, strengthens understanding, and makes learning more relevant and meaningful for students. As part of the curriculum design process, research-based instructional practices that promote student engagement, achievement, and deeper learning are embedded into the daily classroom experience. The core instructional approaches integrated throughout the LdVCS academic program are described below.

Teacher Capacity Building

LdVCS sustains a high-impact instructional model through a schoolwide commitment to continuous improvement, professional learning, and instructional excellence. Teacher

development is supported through instructional coaching, Professional Learning Communities (PLCs), collaborative planning, and ongoing professional development aligned to the school's Tier 1 Promise—a shared set of instructional practices, expectations, and non-negotiables designed to ensure all students receive rigorous, consistent, and high-quality instruction.

Instructional Coaches provide ongoing support through classroom observations, feedback cycles, coaching conversations, and monthly debriefs focused on strengthening instructional practice. Teachers participate in monthly PLCs, including focused 90-minute collaborative learning sessions centered on schoolwide priorities such as the Science of Reading, mathematics instruction, PBL, differentiation, and data-driven instruction. These structures promote accountability, shared ownership, and continuous refinement of teaching practices.

LdVCS uses multiple assessment measures, including i-Ready Diagnostics, DIBELS, Wonders ELA checkpoints (Beginning, Middle, and End of Year), and additional standards-aligned mathematics assessments, to identify student needs, monitor growth, and guide instructional decisions. Teachers analyze assessment data during PLCs to plan targeted instruction, intervention, enrichment, and differentiated learning experiences.

Professional learning is further strengthened through grade-level collaboration and peer learning opportunities. Teacher cohorts participate in release days to observe instructional practices, engage in reflection, and collaborate on lesson planning connected to schoolwide instructional priorities. Focus areas include foundational literacy practices such as phonics instruction, ELA rotations, mathematics instruction, and Project-Based Learning strategies.

LdVCS continues to invest in professional expertise through initiatives such as LETRS training, mathematics deep-dives, PBL deep-dives, and standards-aligned instructional cycles. Through these efforts, teachers develop the skills and knowledge necessary to provide engaging, rigorous, and equitable learning experiences that support every student in achieving their highest potential.

"Tier 1 Promise"

LdVCS is committed to a Tier 1 Promise that ensures all students receive rigorous, differentiated, and accessible instruction supported by research-based practices. Tier 1 instruction serves as the foundation of our MTSS framework and is designed to meet the academic, social-emotional, and developmental needs of every learner within the general education setting.

The LdVCS Tier 1 Promise is built around consistent schoolwide instructional practices, high expectations, strong relationships, and intentional scaffolding so that all students can access grade-level standards and achieve success. Teachers use assessment data, professional collaboration, and evidence-based strategies to provide targeted support, enrichment, and differentiated learning opportunities.

Schoolwide Tier 1 Instructional Non-Negotiables Include:

- High Rigor + High Connection:
    - Teachers provide academically challenging instruction while building strong relationships and meaningful connections with students.

- Daily Standards-Aligned Instruction:
    - Daily implementation of Eureka Math with emphasis on conceptual understanding, problem-solving, mathematical discourse, fluency, and application.
    - Daily implementation of Wonders ELA, including small-group instruction, explicit literacy instruction, comprehension strategies, and writing development.
- Research-Based Literacy Practices:
    - Explicit phonics and word study instruction.
    - Use of mentor texts, read-alouds, shared reading, guided practice, independent reading, and opportunities for students to discuss and analyze text.
    - Development of vocabulary, comprehension, fluency, and written communication skills.
- Personalized Learning Through Data:
    - Universal screening and progress monitoring through tools such as i-Ready Diagnostics, DIBELS, Wonders checkpoints, and standards-aligned assessments.
    - Teachers use data to adjust instruction, identify student needs early, and provide appropriate scaffolds and enrichment.
- Project-Based and Inquiry-Based Learning:
    - Students engage in authentic, interdisciplinary learning experiences in Science and Social Studies through inquiry, exploration, collaboration, research, and real-world application.
    - Learning experiences include investigations, experiments, presentations, field studies, models, and student-created products.
- Student Engagement and Academic Discourse:
    - Daily opportunities for student talk, collaboration, discussion, reflection, and demonstration of learning.
    - Teachers utilize questioning strategies, academic language supports, and collaborative structures to deepen understanding.
- Social-Emotional Learning (SEL) and Student Wellness:
    - Daily and weekly SEL opportunities that support self-awareness, self-regulation, responsible decision-making, empathy, and positive relationships.
    - Integration of wellness, restorative practices, and community-building routines throughout the school day.
- Family Partnership and Communication:
    - Weekly communication between teachers and families to support student success.
    - Timely outreach regarding academic progress, student needs, celebrations, and concerns.

Differentiation

LdVCS teachers use whole-group, small-group, and individualized instruction to ensure students receive the appropriate level of support and challenge. Instruction incorporates Universal Design for Learning (UDL) principles, including multiple methods of engagement, representation, and expression.

Teachers utilize strategies such as:

- Modeling and guided practice;
- Concrete-Pictorial-Abstract (CPA) approaches in mathematics;
- Number talks, fluency practice, and mathematical discourse;
- Small-group literacy instruction;
- Graphic organizers, visuals, anchor charts, and vocabulary supports;
- Hands-on learning experiences and collaborative structures;
- Higher-order questioning and Bloom's Taxonomy.

Tier 1 instruction includes a commitment to identifying and responding early when students experience challenges. Teachers collaborate with intervention staff, instructional coaches, and support providers to monitor student progress and implement additional supports through MTSS, including targeted academic intervention, English Language Development (ELD), and Specialized Academic Instruction (SAI) when needed.

Through the Tier 1 Promise, LdVCS ensures that every student receives access to high-quality instruction, meaningful learning experiences, and the supports necessary to reach their highest potential.

Project-Based Learning

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

PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting. In addition, PBL teaches students' 21st century skills as well as content. PBL helps make learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, developing real world skills including communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. Many of the skills learned through PBL are those desired by today's employer, including the ability to work well with others, make thoughtful decisions, take initiative and solve complex problems.

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

Project-based learning also provides opportunities for teachers to build relationships with each other and with those in the larger community. Student work, which includes documentation of

the learning process as well as the students' final projects, is shared with other teachers, parents, and the business community, all of whom have a stake in our students' education.

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

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

Increased resource-management skills. Part of becoming an independent learner is taking responsibility for completing complex tasks. Well-implemented project-based learning gives students instruction and practice in organizing projects, and in allocating time and other resources such as equipment to complete tasks on schedule.7

Science of Reading and Structured Word Inquiry (SWI)

LdVCS implements evidence-based literacy practices aligned with the Science of Reading to support students in developing strong foundational reading skills, language comprehension, vocabulary, fluency, and written expression. Through a structured literacy approach, teachers provide explicit, systematic instruction in phonemic awareness, phonics, word study, morphology, vocabulary, and comprehension strategies.

Structured Word Inquiry (SWI) is an instructional approach that supports the Science of Reading by engaging students in the investigation of how words work. SWI combines explicit instruction with inquiry-based learning, helping students understand the meaningful structures, patterns, and relationships within words. Students explore how words are built, how spelling patterns connect to meaning and pronunciation, and how word knowledge transfers across reading and writing.

Teachers guide students through structured investigations using questions such as:

1. What does the word mean?
2. How is the word built? (examining prefixes, suffixes, roots, and word structure)
3. What related words connect to this word?
4. What sounds and spelling patterns help us understand the word?

SWI is integrated across grade levels and content areas to strengthen vocabulary development, decoding skills, comprehension, and academic language. Teachers use SWI alongside Wonders ELA instruction to reinforce phonics, vocabulary, close reading, writing, and comprehension skills. Students apply word analysis strategies to increasingly complex texts, supporting their ability to access grade-level curriculum and become confident, independent readers and writers.

Through the integration of Science of Reading practices, Wonders curriculum, and Structured Word Inquiry, LdVCS provides students with a comprehensive literacy foundation that supports lifelong reading success.

Technology Integration

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

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

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

Early Child Development: Transitional Kindergarten (TK) Program

Leonardo da Vinci Health Sciences Charter School (LdVCS) provides a high-quality Transitional Kindergarten (TK) program designed to support the academic, social-emotional, and developmental needs of young learners. The TK program serves as the first year of a two-year kindergarten experience and provides students with a strong foundation for success in kindergarten and beyond. The program is aligned with California's Universal Transitional Kindergarten (UTK) requirements and reflects the California Preschool/Transitional Kindergarten Learning Foundations by providing developmentally appropriate, inclusive, and engaging learning experiences.

LdVCS utilizes The Creative Curriculum for Preschool as the foundation of its TK instructional program. The Creative Curriculum is a research-based, comprehensive early childhood curriculum that supports the whole child through intentional teaching, exploration, play-based

learning, and meaningful interactions. The curriculum provides teachers with instructional resources, lesson guidance, assessment tools, and strategies designed to support children's growth across all developmental domains, including language and literacy, mathematics, science, social-emotional development, physical development, and cognitive skills.

The TK program at LdVCS is organized around essential questions that guide thematic units of study and encourage curiosity, inquiry, and deeper understanding. Each unit is designed to engage students in meaningful exploration through hands-on activities, discussions, investigations, literature, and collaborative learning experiences. Essential questions provide a framework for students to make connections, ask questions, develop problem-solving skills, and build knowledge across multiple content areas. Teachers intentionally design learning experiences that allow students to explore concepts through play, observation, communication, creativity, and reflection.

The LdVCS TK classroom environment is designed around the understanding that young children learn best through active exploration, hands-on experiences, purposeful play, and strong relationships with caring educators. Teachers create structured, nurturing environments where students develop independence, confidence, and a love of learning while receiving instruction that is responsive to their individual developmental needs.

The Creative Curriculum supports early literacy development through rich conversations, interactive read-alouds, vocabulary development, storytelling, writing opportunities, and foundational literacy instruction. Students develop early reading and writing skills through intentional instruction in phonological awareness, phonics, oral language development, and print concepts. Teachers provide explicit instruction and practice with letter recognition, letter sounds, sound discrimination, blending, segmenting, rhyming, and other early literacy skills necessary for future reading success

LdVCS incorporates a Response to Intervention (RTI) model within the TK program to ensure students receive targeted support based on individual needs. Through ongoing observation, assessment, and progress monitoring, teachers identify students who may benefit from additional support in foundational literacy, language development, and fine motor skills. Targeted interventions may include small-group instruction, individualized practice, and additional opportunities to strengthen phonological awareness, phonics skills, early writing development, and fine motor abilities necessary for classroom success. This proactive approach ensures that students receive timely support while continuing to participate in engaging grade-level learning experiences.

Early mathematics instruction is embedded throughout the TK experience through hands-on exploration and meaningful learning opportunities. Students develop foundational mathematical understanding through activities focused on counting, number sense, patterns, measurement, classification, shapes, spatial awareness, and problem-solving. Teachers use manipulatives, games, routines, and real-world applications to help students develop mathematical reasoning and confidence.

Science and inquiry learning are integrated throughout the TK program through observation, investigation, experimentation, and exploration of the natural world. Students engage in age-

appropriate investigations connected to unit essential questions, encouraging them to make predictions, collect information, ask questions, and explain their thinking. These experiences develop foundational scientific reasoning and help students understand the world around them.

Social-emotional development is a central component of the LdVCS TK program. Teachers intentionally support students in developing self-regulation, communication skills, cooperation, empathy, and positive relationships. Through classroom routines, collaborative activities, and explicit social-emotional instruction, students learn to express emotions, solve problems, develop independence, and participate as members of a classroom community.

The TK program also supports students' physical development through intentional opportunities for fine and gross motor skill development. Students participate in activities that strengthen coordination, balance, hand strength, and body awareness. Fine motor development is specifically supported through activities such as cutting, drawing, writing, manipulating materials, and hands-on exploration to prepare students for future academic tasks.

LdVCS provides an inclusive TK environment that recognizes and celebrates the diverse backgrounds, languages, cultures, and abilities of all students. Teachers use culturally responsive practices and differentiated instruction to meet students at their developmental level and provide appropriate supports for multilingual learners, students with disabilities, and students requiring additional academic or social-emotional support.

Assessment is an integral component of the TK program. Teachers use ongoing observation, documentation, and curriculum-based assessment tools to monitor student growth across developmental domains. Assessment data informs instructional planning, identifies areas requiring additional support, and guides RTI interventions. Families are engaged as partners through regular communication and opportunities to understand their child's developmental progress and learning goals.

Through the implementation of The Creative Curriculum, essential question-driven units, intentional foundational skills instruction, and a responsive RTI framework, LdVCS provides a TK program that prepares students for kindergarten and beyond while nurturing curiosity, independence, academic readiness, and lifelong learning skills.

TK teachers shall have one of the following:

(a) At least 24 units in early childhood education, childhood development, or both.
(b) As determined and documented by the Charter School, professional experience in a classroom setting with preschool age children meeting the criteria established by the LdVCS Board of Trustees that is comparable to the 24 units of education described in subparagraph (a).
(c) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Professional Development Plan

Structured time for professional development and collaboration is embedded into the school calendar through weekly early dismissal on Wednesdays, providing dedicated opportunities for continuous learning, reflection, and instructional planning. Professional development at Leonardo da Vinci Charter School is driven by student achievement data, schoolwide goals, and the evolving needs of teachers and students. Teachers engage in collaborative inquiry, analyze student work and assessment data, and refine instructional practices to improve student outcomes.

Professional learning is differentiated to support educators at varying levels of experience and emphasizes collaboration across grade levels and content areas. Teachers work together to implement high-quality, standards-aligned instruction, strengthen project-based learning, integrate instructional technology, and share effective classroom practices. Funding is also allocated to support attendance at conferences, workshops, and professional learning institutes, with participating staff expected to share new learning with colleagues to build collective capacity.

Professional development topics include, but are not limited to:

- Implementation of the California Common Core State Standards and California ELD Standards
- PBL design and implementation
- Structured Word Inquiry and evidence-based literacy practices
- Science of Reading and foundational literacy instruction
- Common Core Mathematics instruction, including conceptual understanding, problem-solving, mathematical discourse, and effective use of math practices
- Social-emotional learning (SEL) strategies, including relationship-building, self-regulation, student belonging, and classroom community development
- Positive Discipline and restorative practices
- Data-driven instruction using formative assessment tools and student performance data
- ELPAC administration, English Language Development (ELD) strategies, and designated and integrated ELD instruction
- MTSS, intervention strategies, and differentiated instruction
- Effective implementation of adopted instructional materials and digital learning platforms
- Instructional technology integration and student engagement strategies
- Collaborative analysis of student work, professional learning communities, and continuous improvement practices

This ongoing cycle of professional learning ensures that instructional practices remain aligned with current research, state standards, and the diverse academic, social-emotional, and linguistic needs of all students.

Plan for Students Who are Academically Low Achieving

LdVCS is committed to accelerating academic achievement and ensuring meaningful growth for every student. Recognizing that students have diverse strengths, needs, and learning profiles, the school uses multiple measures to identify academic, social-emotional, and language development needs, including those of students who may require additional support. Ongoing analysis of assessment data, classroom performance, teacher observations, and student progress informs instructional planning and targeted interventions.

LdVCS fosters a culture of high expectations, inclusive practices, and rigorous, standards-aligned instruction for all students. Through a MTSS, differentiated instruction, targeted interventions, and enrichment opportunities, the school provides the academic and behavioral supports necessary to ensure that every student has equitable access to learning and the opportunity to achieve success.

Identification

Students may be identified as "at risk" through multiple measures, including: (1) standardized assessment results indicating performance below proficiency; (2) diagnostic assessments showing skills in reading, writing, and/or mathematics below grade-level expectations; (3) patterns of poor attendance or disengagement; (4) limited response to academic interventions; and/or (5) behavioral, social-emotional, or other factors that may impact access to learning.

LdVCS implements a Child Find process in accordance with the requirements of the Charter SELPA and applicable state and federal laws to actively identify, locate, and evaluate students who may have disabilities and may be in need of special education services. The school's annual parent notice includes information regarding Child Find procedures and the referral process for students who may require additional assessment or support. All students with suspected disabilities and their families are provided the procedural safeguards related to identification, assessment, eligibility determination, and placement in special education programs.

Through ongoing review of student performance data, teacher observations, intervention progress monitoring, and collaboration with families, LdVCS ensures that students requiring additional academic, behavioral, or specialized supports are identified and provided with appropriate interventions and services.

Parental Notification and Involvement

Parents are valued partners in student learning and are encouraged to engage with the school in a variety of ways. Families participate in Student Success Team (SST) meetings, volunteer in classrooms, support field trips, share career experiences, contribute as classroom resources, read with students, and collaborate with teachers through other meaningful opportunities that support student success.

Teachers maintain consistent communication with families through weekly updates, parent-teacher conferences, progress reports, report cards, and other ongoing communication channels. These partnerships strengthen the connection between home and school and support each student's academic, social, and personal growth.

Supports

Students identified as “at risk” are monitored through ongoing progress reviews and receive coordinated support from teachers, families, and other educational partners at LdVCS. The school utilizes a MTSS framework to identify student needs, provide timely interventions, and monitor the effectiveness of supports.

LdVCS implements a variety of response strategies to support students who are experiencing academic, behavioral, or social-emotional challenges, including SST processes, targeted small-group instruction, intervention supports, after-school tutoring, and RtI practices. These strategies are designed to provide students with the appropriate level of support, track progress, and adjust interventions to promote student success. Each support is described below.

SIPPS offers a systematic approach to decoding that supports students in developing reading fluency and comprehension. For students who struggle with decoding, SIPPS is used to accelerate students to grade level quickly. Each SIPPS level corresponds to one level in a developmental progression: simple alphabetic, spelling pattern, and polysyllabic/morphemic phases. Daily SIPPS lessons and reading practice in appropriate texts engage students in their own reading processes. SIPPS is used with small groups of students as Tier 2 or Tier 3 intervention.

Student Support Team

Any teacher, staff member, counselor, parent/guardian, or other school team member who identifies a student in need of additional academic, behavioral, social-emotional, or other support may initiate the SST process. The SST is a collaborative problem-solving team that includes, at minimum, the student’s teacher, parent/guardian, and the student when appropriate. Additional staff members may participate based on the student’s individual needs.

The SST reviews relevant student data, including academic performance, assessment results, attendance, classroom observations, intervention progress, and social-emotional factors, to better understand the student’s strengths and areas of need. The team collaborates to identify strategies, develop an individualized support plan, establish measurable goals, and determine appropriate interventions to support the student’s success. Parents and guardians are active partners in developing academic action plans and identifying ways to reinforce student growth at home.

Classroom teachers play a critical role in continuously monitoring student progress, implementing targeted supports, and adjusting instruction based on student response. LdVCS utilizes a MTSS framework, including differentiated instruction, targeted small-group instruction, intervention supports, and progress monitoring to ensure students receive timely and effective assistance.

Targeted Small Group Instruction

LdVCS provides targeted small-group instruction in Reading and Mathematics as a key component of its MTSS framework to support students in developing essential academic skills. Teachers use assessment data, classroom performance, and progress-monitoring information

to identify students who would benefit from additional focused instruction and to design lessons that address specific areas of need.

Small-group instruction provides students with increased opportunities for guided practice, individualized feedback, and skill development aligned to grade-level standards. In Reading, targeted instruction may focus on foundational literacy skills, phonics, fluency, vocabulary, comprehension, and written expression. In Mathematics, targeted instruction focuses on conceptual understanding, procedural fluency, problem-solving, and application of mathematical strategies.

Teachers continuously monitor student progress and adjust instructional groups and supports based on student response to intervention. This approach ensures students receive timely, differentiated support while continuing to build confidence and proficiency in core academic skills.

After School Tutoring

Students who need additional academic support may participate in after-school tutoring to receive targeted instruction and skill-building opportunities. LdVCS offers small-group support in English Language Arts and Mathematics for students performing one or more grade levels below expectations.

English Language Arts tutoring focuses on Reading and Writing skills, while Mathematics tutoring supports key domains including Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. Groups include up to six students and are led by a dedicated teacher who provides individualized support, guided practice, and instruction based on student needs.

Sessions are held after school from 3:15–4:00 p.m. on Tuesdays and Thursdays in LdVCS classrooms. This program provides students with additional practice, targeted support, and opportunities to build confidence and academic proficiency.

Response to Intervention

LdVCS implements a structured RtI model within its MTSS framework to provide timely, data-driven academic support in English Language Arts and Mathematics. The RtI process includes universal screening, ongoing progress monitoring, targeted interventions, and consistent communication among teachers and support staff to ensure students receive the appropriate level of support.

All students participate in Tier 1 core instruction through our “Tier 1 Promise” including high-quality, standards-aligned classroom instruction and differentiated supports. Universal screeners, including mClass DIBELS and dyslexia screening tools, are used to identify students who may need additional support. Students requiring additional assistance receive Tier 2 targeted small-group instruction during the school day, as well as supplemental intervention opportunities such as after-school tutoring. Tier 3 supports provide more intensive, individualized intervention for students requiring additional levels of support.

LdVCS continues to strengthen its RtI implementation by ensuring consistency across classrooms, embedding intervention structures into the schoolwide schedule, and providing

ongoing professional learning for staff. Intervention teams regularly review student data, adjust instructional groups, and collaborate with classroom teachers to align strategies and monitor progress. As student needs increase, LdVCS prioritizes appropriate staffing, training, and resources to maintain effective intervention services.

The RtI process also supports compliance with student accommodations and instructional requirements by ensuring staff understand individual student needs and implement appropriate supports. Through this collaborative approach, LdVCS ensures students receive targeted instruction designed to accelerate growth and improve academic achievement.

Expanded Learning Opportunities

LdVCS provides expanded learning opportunities through after-school programs, seasonal camps (fall, winter, spring, and summer), and enrichment activities designed to support the whole child. These programs provide students with additional academic support, opportunities for skill development, and engaging experiences that promote social-emotional growth, creativity, collaboration, and student success.

Academic supports focus on reinforcing foundational skills in areas such as English Language Arts and Mathematics through guided practice, enrichment activities, and additional opportunities to apply skills learned during the school day. These supports are designed to supplement core instruction and provide students with additional practice and encouragement, while more intensive academic interventions are provided through credentialed teacher-led supports and the school's MTSS/RtI processes.

Plan for Students Who are Academically High Achieving

LdVCS maintains high expectations for all students and believes every student can achieve at high levels when provided with appropriate support, scaffolds, and opportunities for enrichment. Teachers provide rigorous, standards-aligned instruction with differentiation and targeted supports to ensure all students can access challenging content and demonstrate growth.

Students who demonstrate advanced academic ability or exceptional potential may be considered for Gifted and Talented Education (GATE) enrichment opportunities through a teacher referral and SST process. Students are typically referred when they demonstrate consistently advanced academic performance, including CAASPP scores at the advanced level in either English Language Arts or Mathematics for two or more consecutive years.

Following a referral, the school psychologist conducts the GATE assessment process using multiple measures, including intellectual ability screening, academic achievement data, and teacher input. The SST reviews the results and collaborates on appropriate differentiated supports and enrichment opportunities designed to extend learning, foster creativity, and support continued academic growth.

Plan for English Learners

LdVCS complies with all applicable federal and state requirements related to English Learner (EL) identification, services, reclassification, and access to a rigorous academic program. The school ensures that English Learners receive equitable access to grade-level curriculum through

effective English Language Development (ELD) instruction, appropriate supports, qualified teachers, and ongoing monitoring of student progress.

LdVCS follows established procedures for initial identification, placement, parent notification, progress monitoring, reclassification to Fluent English Proficient status, evaluation of program effectiveness, and compliance with state assessment requirements. The school implements a comprehensive Language Support Program designed to accelerate English language acquisition and support academic success across all content areas. Additional details regarding these procedures, including identification, instructional supports, progress monitoring, parent communication, and reclassification criteria, are outlined in the English Learner Master Plan & Reclassification Procedures (Appendix H).

LdVCS is committed to ensuring that all Multilingual English Learners (MELs) develop the English language proficiency, academic skills, and confidence necessary to achieve success in school while maintaining and valuing their linguistic and cultural identities. The school's ELD program is grounded in the California English Learner Roadmap, the California ELD Standards, and the California English Language Arts/English Language Development (ELA/ELD) Framework. LdVCS implements a comprehensive Structured English Immersion (SEI) language acquisition program designed to ensure that English Learners receive both rigorous grade-level instruction and targeted language development that leads to English proficiency and timely reclassification.

The LdVCS ELD program is built upon the understanding that English language development occurs through both Integrated ELD and Designated ELD. Together these ensure that students develop English proficiency while fully participating in rigorous grade-level learning in all academic content areas. Both Integrated and Designated ELD are provided daily in accordance with the California ELA/ELD Framework and are essential components of every English Learner's instructional program.

Integrated ELD occurs throughout the entire instructional day and is the responsibility of every classroom teacher. Rather than treating language development as a separate subject, teachers intentionally integrate the California ELD Standards with the California Common Core State Standards and other state content standards so that students simultaneously develop academic English while mastering grade-level content. Integrated ELD is embedded within English language arts, mathematics, science, history-social science, and all other instructional areas.

During Integrated ELD, teachers identify the language demands required for students to successfully engage with grade-level content and intentionally plan instruction to support those demands. Students receive explicit instruction in academic vocabulary, participate in structured collaborative discussions, read and analyze complex texts with appropriate scaffolds, and engage in meaningful writing tasks connected to core instruction. Teachers model academic language, provide sentence frames and language supports, facilitate academic conversations, and create multiple opportunities for students to listen, speak, read, and write in authentic learning contexts. Through these daily experiences, students develop the language necessary to communicate ideas, justify reasoning, collaborate with peers, and demonstrate mastery of rigorous academic standards.

While Integrated ELD is embedded across all content areas, Designated ELD provides a protected instructional block specifically designed to address the language development needs of English Learners. During this dedicated instructional time, the California English Language Development Standards become the primary focus of instruction, allowing teachers to provide explicit, systematic instruction in the language skills students need to successfully participate in grade-level academic learning.

LdVCS utilizes DataWORKS Digital Resources as the core curriculum for Designated ELD instruction. DataWORKS provides comprehensive digital instructional resources, lesson materials, professional learning tools, and implementation supports that enable teachers to deliver explicit and systematic English language instruction aligned to the California ELD Standards. The curriculum complements the California Common Core State Standards by emphasizing the development of academic language through reading, writing, listening, and speaking. Students receive focused instruction in vocabulary development, grammar, sentence structure, language conventions, academic discourse, and increasingly complex language functions that directly support success across all academic subjects.

Designated ELD lessons intentionally build upon the language students encounter during their core instruction while providing opportunities to analyze language, practice new linguistic structures, and strengthen communication skills. Teachers differentiate instruction based on students' English language proficiency levels and use formative assessment data to provide targeted support that accelerates language acquisition. DataWORKS includes ongoing progress monitoring tools, formative assessments, and instructional guidance that help teachers identify language strengths, determine areas requiring additional support, and adjust instruction to meet individual student needs. This dedicated instructional time provides English Learners with the explicit language instruction necessary to make steady progress toward English proficiency and reclassification.

The distinction between Integrated and Designated ELD is fundamental to the LdVCS instructional program. Integrated ELD answers the question, "What language do students need to successfully access and participate in grade-level content?" Teachers embed language instruction throughout every lesson so students can immediately apply new language within authentic academic tasks. Designated ELD, in contrast, asks, "What language knowledge and skills do students need to develop in order to be successful across all content areas?" During this protected instructional time, teachers explicitly teach the language structures, vocabulary, and communication skills that students will later apply during Integrated ELD and throughout the school day. Together, these two instructional approaches create a comprehensive English language development program that supports both language acquisition and academic achievement.

Student progress is continuously monitored through classroom assessments, benchmark assessments, local measures, and the annual Summative English Language Proficiency Assessments for California (ELPAC). Teachers regularly review student performance to identify strengths, determine instructional needs, and provide targeted intervention through the school's MTSS. Students requiring additional support receive differentiated instruction, small-

group interventions, and individualized language development designed to accelerate both academic achievement and English language acquisition.

All teachers at LdVCS hold the appropriate English Learner authorization and receive ongoing professional learning in effective instructional practices for multilingual learners, including implementation of the California ELD Standards, integrated lesson design, culturally and linguistically responsive teaching, formative assessment, and evidence-based language development strategies. Through high-quality Integrated and Designated ELD instruction, ongoing assessment, targeted intervention, and strong family partnerships, LdVCS is committed to ensuring that every Multilingual English Learner develops the academic language, literacy skills, and content knowledge necessary for long-term success in school, college, career, and civic life.

English Learners are expected to demonstrate measurable annual growth in English proficiency. Student progress is monitored through multiple measures, including ELPAC results, classroom performance, and language development data. When students do not demonstrate adequate progress, LdVCS provides additional targeted supports, and intervention plans to address individual language development needs and ensure continued growth toward English proficiency.

Stage 1: Identification

All students, regardless of race, ethnicity, or background, complete a Home Language Survey during initial enrollment at LdVCS. The survey is used to identify students who may have exposure to a language other than English and helps determine whether additional English language proficiency assessment is needed.

The results of the Home Language Survey are maintained as part of the student's record and inform the next steps in the school's Language Support Program. If the survey indicates a language other than English, the student proceeds to the appropriate stage of the language identification process, including English proficiency assessment and placement decisions, as required.

Stage 2: Assessment

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

The Initial ELPAC has three purposes:

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

The Summative ELPAC is used to determine a student's overall English proficiency level (1, 2, 3, or 4) as well as the current English language proficiency levels in the areas of speaking,

listening, reading and writing. The ELPAC is administered annually to monitor student English language progress until the student is re-designated. ELPAC results determine whether a student is considered an English Learner or Fluent English Proficient.

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

Stage 3: Placement and Support Strategies

All students identified as ELs at LdVCS receive targeted language support through the school's "Tier 1 Promise Scaffolds" and ELD program. Using current ELPAC results, classroom data, and teacher input, the ELD team collaborates to monitor each student's language development and identify appropriate instructional supports and goals aligned to grade-level ELD and ELA standards.

Each year, LdVCS provides families with information regarding EL supports, ELD standards, progress expectations, and reclassification criteria through parent communication and annual English Learner Language Conferences. The ELAC supports family engagement by providing workshops and resources that help families understand the English language development process and ways to support learning at home.

LdVCS employs an English Language Development Coordinator who oversees the implementation of the EL program, including ELPAC administration, staff professional development, progress monitoring, and reclassification processes. The ELD Coordinator collaborates with teachers to analyze student data, support instructional planning, provide curriculum resources, and develop effective ELD strategies. This includes assisting with flexible grouping, intervention schedules, differentiation, and classroom supports to ensure English Learners receive appropriate instruction and make progress toward English proficiency.

Other Tier 1 strategies used to scaffold and support English Learners include:

- Group Work. This could be through partners or cooperative groups. Group work provides frequent opportunities for students to communicate, to share observations and insights, test hypotheses, and jointly construct knowledge. In this method, students of different linguistic and educational backgrounds and different skill levels work together on a common task for a common goal in either the language or the content classroom. Depending on their language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. The teacher might consider heterogeneously grouping by language for some activities: students can learn both science and English from their peers. Group reports can be helpful as this provides frequent restating and expansion of important concepts.
- Use of Graphic Organizers. Graphic organizers are instructional tools that visually organize and present information so that it can be understood, remembered, and applied. Graphs, concept maps, concept webs, KWL charts, tables, maps, flow charts,

timelines, and Venn diagrams are used to help students place information in a comprehensible context and make connections between existing knowledge and new concepts to be learned. They enable students to organize information obtained from written or oral texts, develop reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas during the prewriting stage.

- Activation of Prior Knowledge. Connect learning objectives to the students' background experiences and knowledge. Students can be expected to share their prior knowledge through short verbal responses or by making a nonverbal choice from pictures or realia. This can be accomplished by asking students what they already know about a subject. It can also be done through discussions, creating visuals like 'semantic webs', language experience stories, or free writing on a topic. The key is to engage students in making connections between what they are learning in class and their own interests and experiences.
- Use of Academic Language Scaffolding. Language Scaffolding is a step-by-step process of building students' ability to complete tasks on their own. Students identify science vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.
- Context Clues through Visual Scaffolding. The teacher uses concurrent verbal explanation and physical demonstration of directions or concepts by using gestures, visuals, and demonstrations while giving directions. Gestures or actions in addition to graphs, visuals and other props can be used to communicate meanings. The teacher can display drawings or photographs while giving directions or to use as non-linguistic representation of science concepts. Students can respond by physically acting out or visually modeling their responses using gestures or realia.
- Realia, Manipulatives, and Materials. Science lessons for ELL students should include activity-based lessons with all students having hands on access to materials. Using concrete objects in the classroom creates cognitive connections with vocabulary, stimulates conversation, and builds background knowledge. The use of realia gives students the opportunity to use all of their senses to learn about a subject. Laboratory equipment, measurement tools, rocks, plants, or any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.
- Task-based or Experiential Learning. This provides appropriate contexts for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it.

- Leveled Questions. The teacher adapts the level of questions asked to the English Learners' language acquisition stage. Alternatively, the teacher can differentiate student responses, based on language proficiency.
- Multiple Intelligence Strategies. The teacher employs instructional techniques that address the multiple intelligences present in each student. Teachers use a myriad of multiple instructional strategies to target the varied intelligences of English Learners. This method allows the student to actively use their own personal strengths in order to gain confidence in their abilities.
- Assessing All Students' Performance and Understanding. Teachers should observe students in the process of accomplishing academic tasks; a form of authentic assessment. Student use of materials can be one indicator of involvement and understanding. When questioning, teachers need to be sure to provide adequate wait time. Teachers should give serious consideration to performance-based assessments for formal evaluation. They might also consider accepting drawings as indicators of learning within a science journal.

LdVCS implements a comprehensive ELD program designed to accelerate English language acquisition while ensuring English Learners have full access to rigorous, grade-level instruction. The program includes both Designated ELD, which provides targeted language instruction based on students' English proficiency levels, and Integrated ELD, where language development is embedded throughout all content areas.

The ELD program is anchored by DataWORKS, the school's adopted ELD curriculum, which provides explicit, systematic instruction aligned with the California ELD Standards. DataWORKS emphasizes academic vocabulary, oral language development, reading, writing, listening, and speaking through structured routines, collaborative discourse, and scaffolded instruction that supports students at all proficiency levels.

The ELD Coordinator oversees implementation of the ELD program, including ELPAC administration, progress monitoring, staff professional learning, and support for reclassification. The ELD Coordinator collaborates with teachers to analyze student data, implement designated and integrated ELD instruction, utilize DataWORKS effectively, and ensure English Learners receive appropriate instructional supports and accommodations.

Student progress is monitored using multiple measures, including ELPAC results, classroom assessments, formative assessments, and teacher observations. Data is used to inform instruction, guide flexible grouping, and identify students who require additional language supports through the school's MTSS framework. Through high-quality instruction, ongoing progress monitoring, and the implementation of DataWORKS, LdVCS provides English Learners with the language skills necessary to achieve academic success and attain English proficiency.

Stage 4: Monitoring

Academic achievement and English language development are closely monitored to ensure English Learners make meaningful progress toward both English proficiency and grade-level academic standards. LdVCS uses multiple measures, including ELPAC results, classroom

assessments, formative assessments, universal screeners, and teacher observations to monitor student growth and guide instructional decisions. Students who have been reclassified continue to have their academic progress monitored for four years, in accordance with state requirements.

When an English Learner is not demonstrating adequate progress in English language development or academic achievement, the school implements additional supports through its MTSS. The ELD Coordinator, classroom teacher, and parents collaborate to review student data, identify areas of need, and develop an intervention plan that may include targeted Designated ELD instruction, DataWORKS instructional supports, small-group intervention, differentiated classroom instruction, and extended learning opportunities.

Student progress is reviewed regularly, and interventions are adjusted based on ongoing data and response to instruction. If a student continues to demonstrate limited progress despite targeted interventions, the student may be referred to the SST to conduct a more comprehensive review and determine additional supports or interventions, including consideration of a special education assessment when appropriate. Throughout this process, families remain active partners in supporting student success and language development.

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

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

5. Second Year Progress Evaluation. At the end of the second year's intervention program, the student's new academic growth data is reviewed by the English Language Support Team and the classroom teacher to assess the student's growth and the effectiveness. If the student continues to make inadequate academic growth in the second year, they will be referred to the SST for a more comprehensive examination of their needs and program planning. Student's progress and program effectiveness are then monitored through the SST process.

Stage 5: Reclassification

Students are reclassified from EL to Reclassified Fluent English Proficient (RFEP) when they have demonstrated the English language skills necessary to participate successfully in grade-level instruction. Reclassification may occur at any time during the school year when all state and local criteria have been met.

LdVCS uses multiple measures to determine reclassification eligibility. Students must meet all five of the following criteria:

- Summative English Language Proficiency Assessments for California (ELPAC): Demonstrate the state-required level of English language proficiency.
- Academic Achievement: Demonstrate grade-level academic performance through multiple measures, including CAASPP and/or i-Ready assessment results.
- Acquisition of Literacy Skills: Demonstrate proficiency in foundational literacy skills as measured by mClass DIBELS.
- Teacher Recommendation: Classroom teacher verification that the student can successfully access grade-level curriculum in English.
- Parent Consultation and Recommendation: Parent input and consultation as part of the reclassification decision-making process.

Students who are reclassified as RFEP continue to have their academic progress monitored for four years, in accordance with state requirements, to ensure they continue to achieve academic success and receive any additional support needed. Additional information regarding reclassification procedures is outlined in the English Learner Master Plan & Reclassification Procedures (Appendix H).

English Learner Advisory Committee

LdVCS maintains an ELAC in accordance with state requirements. All families of English Learners are encouraged to participate in the ELAC, which advises school leadership on programs and services for English Learners, supports the development of the Local Control and Accountability Plan (LCAP) as it relates to English Learners, assists with the school's needs assessment, reviews English Learner data, and promotes the importance of regular school attendance and family engagement.

The effectiveness of the English Learner program is reviewed regularly to ensure:

- English Learners are making progress toward English proficiency as measured by ELPAC and other language development measures.

- English Learners are demonstrating academic growth through local and state assessments.
- English Learners are making progress toward meeting grade-level standards and promotion requirements.
- Eligible students are successfully reclassified as RFEP when they meet state and local criteria.

If data indicates that English Learners are not making adequate progress, the ELAC reviews program outcomes and provides recommendations to strengthen instructional practices, supports, and services to improve student achievement and English language development.

Monitoring and Evaluation of Program Effectiveness

LdVCS regularly evaluates the effectiveness of its EL program through ongoing review of student outcomes, instructional practices, and program implementation. The school monitors:

- Student identification, placement, progress, and reclassification in accordance with state and federal requirements.
- Implementation of designated and integrated ELD instruction, including the effective use of the DataWORKS curriculum and evidence-based instructional strategies.
- Teacher qualifications, professional learning, and fidelity of ELD program implementation.
- Student progress using multiple measures, including ELPAC, CAASPP, i-Ready, mClass DIBELS, classroom assessments, and local benchmark data.
- Academic growth and English language proficiency for English Learners, including progress toward meeting state accountability indicators and LCAP goals.

Program data is reviewed regularly by school leadership, the ELD Coordinator, and instructional staff to evaluate program effectiveness, identify areas for improvement, and ensure English Learners receive the supports necessary to achieve English proficiency and academic success.

Plan for Economically Disadvantaged Students

LdVCS identifies students who are socioeconomically disadvantaged in accordance with LCFF requirements and applicable state and federal guidelines. Identification is based on approved eligibility measures used for LCFF reporting purposes.

LdVCS is committed to ensuring that economic circumstances do not limit a student's access to high-quality instruction, academic support, enrichment opportunities, or school programs. The needs of socioeconomically disadvantaged students are monitored through academic data, attendance trends, family feedback, and educational partner engagement to inform schoolwide planning and LCAP goals.

Students receive equitable access to the school's MTSS, including differentiated instruction, targeted interventions, tutoring, expanded learning opportunities, and academic enrichment

based on individual needs. LdVCS also provides confidential assistance, including scholarships, fee waivers, and support for educational activities, to reduce financial barriers and ensure all students can fully participate in the school community.

Plan for Students with Disabilities

LdVCS complies with all applicable federal and state laws governing the education of students with disabilities, including, but not limited to, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and all applicable provisions of the California Education Code.

LdVCS is committed to identifying, locating, and evaluating all students who may have disabilities and require special education services through its Child Find process. Child Find is an ongoing obligation to ensure that students suspected of having a disability are identified and provided appropriate supports and services in a timely manner. LdVCS implements Child Find procedures through enrollment processes, parent and teacher referrals, classroom observations, academic and behavioral data review, intervention monitoring, and collaboration among general education teachers, special education staff, families, and service providers. Students who demonstrate academic, behavioral, developmental, social-emotional, or other areas of concern may be referred to LdVCS's Student Study Team (SST). The SST reviews available information, identifies student needs, and may develop and monitor appropriate general education interventions and supports through the school's Multi-Tiered System of Supports (MTSS). Student progress and response to intervention are monitored to inform ongoing educational planning. The SST/MTSS process is not a prerequisite to a referral for a special education evaluation and is not used to delay or deny an evaluation when a disability is suspected. If, at any time, LdVCS has reason to suspect that a student may have a disability and may require special education and related services, LdVCS will initiate the special education assessment process in accordance with applicable state and federal requirements. Parents may also request an evaluation for special education eligibility at any time. LdVCS ensures that identification and evaluation procedures are conducted in a manner that is nondiscriminatory, culturally responsive, and consistent with state and federal requirements.

LdVCS provides special education services to eligible students in accordance with each student's Individualized Education Program (IEP). The school is committed to ensuring that students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), with access to the general education curriculum and appropriate accommodations, modifications, specialized instruction, and related services designed to meet their unique educational needs.

LdVCS currently contracts with Specialized Therapy Services (STS), a qualified third-party provider, to deliver special education and related services, including psychoeducational assessments, occupational therapy, behavioral services provided by a Board Certified Behavior Analyst (BCBA), including functional behavior assessments and behavior intervention planning, Educationally Related Mental Health Services (ERMHS) counseling, and other services as

required by a student's IEP. All services are provided by appropriately credentialed or licensed professionals in accordance with applicable federal and state laws.

LdVCS maintains agreements with its special education service providers to ensure the timely completion of evaluations, implementation of IEP services, progress monitoring, and compliance with all procedural safeguards and legal requirements. The school works collaboratively with families, service providers, and educational staff to ensure students receive coordinated, high-quality services that promote meaningful educational progress.

As a member of its Special Education Local Plan Area (SELPA), LdVCS complies with all applicable SELPA policies, procedures, and responsibilities related to the provision of special education services. LdVCS operates as its own Local Education Agency (LEA) for purposes of special education and maintains responsibility for ensuring compliance with all applicable state and federal requirements. Should the Charter School's special education governance or service delivery model change during the term of the charter, LdVCS will provide appropriate notice to its authorizer and implement any required agreements consistent with applicable law.

Through its Child Find procedures, collaborative partnerships, and commitment to inclusive practices, LdVCS ensures that students with disabilities are identified and evaluated in a timely manner , provided appropriate supports and services based on their individual needs, and afforded equitable access to meaningful educational opportunities alongside their peers.

Staffing

All special education services at LdVCS are provided by qualified personnel or contracted agencies in accordance with the requirements of the California Education Code, the IDEA, Section 504 of the Rehabilitation Act, and applicable SELPA policies. LdVCS ensures that staff supporting students with disabilities receive appropriate training and professional development related to special education practices, legal and procedural requirements, accommodations, and implementation of IEPs.

LdVCS utilizes qualified third-party providers to deliver special education assessments, specialized academic instruction, and related services identified through the IEP process. Services may include, but are not limited to, occupational therapy, psychoeducational assessments, Educationally Related Mental Health Services (ERMHS) counseling, and behavioral assessment, consultation, and support provided by a Board Certified Behavior Analyst (BCBA). .

Any special education personnel employed or contracted by LdVCS shall meet all applicable credentialing, licensing, certification, and qualification requirements. LdVCS will ensure that all providers have the appropriate qualifications and expertise to deliver services consistent with students' identified needs , IEP requirements, and applicable legal requirements . The school will collaborate with families, service providers, and educational staff to support the effective implementation, monitoring, and adjustment of special education services and supports, as appropriate.

Independent LEA Status and SELPA Participation

LdVCS operates as an independent LEA of the Desert Mountain Charter SELPA for special education purposes and assumes full responsibility for compliance with the Individuals with

Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the California Education Code, and applicable SELPA policies and procedures.

LdVCS maintains ongoing consultation with the SELPA Director regarding its responsibilities as an independent LEA, special education service delivery obligations, and compliance with the SELPA Local Plan. LdVCS adheres to all applicable SELPA policies, procedures, agreements, and requirements.

LdVCS provides required documentation, assurances, charter amendments, and budget information to the SELPA as required. LdVCS acknowledges responsibility for any legal fees or costs associated with its operation as an independent LEA and shall remain fiscally responsible for any fair share of special education encroachment on general funds.

Fiscal Allocation Plan

LdVCS is responsible for budgeting, allocating, and managing special education funds to ensure the provision of services and supports required by student IEPs. Special education funding is used to support assessments, specialized academic instruction, related services, contracted service providers, transportation, professional development, and other supports necessary to meet students' identified needs and fulfill applicable legal requirements.

LdVCS maintains financial records and an operating budget consistent with applicable requirements. Lack of available funding shall not limit or delay the provision of special education and related services required to ensure that students receive a Free Appropriate Public Education (FAPE).

Accessibility and Student Participation

LdVCS ensures that its facilities comply with ADA, Section 504, and and other applicable accessibility requirements . Facilities shall be maintained and utilized in a manner that provides students with disabilities equitable access to instructional programs, extracurricular activities, and other school-sponsored programs and activities.

LdVCS assumes responsibility for providing the accommodations, modifications, services, and supports identified through a student's IEP or Section 504 Plan, as applicable.

Designated Instruction and Services (DIS) and Transportation

LdVCS provides Designated Instruction and Services (DIS) and related services as determined by each student's IEP team. Services may include, but are not limited to, speech-language services, occupational therapy, Educationally Related Mental Health Services (ERMHS), behavioral services, and other related services necessary for a student to benefit from special education.

When transportation is identified as a related service necessary for a student to receive FAPE, LdVCS shall ensure that transportation services are provided in accordance with the student's IEP and applicable legal requirements.

Search and Serve Procedures

LdVCS implements Search and Serve procedures consistent with its Child Find obligations to identify, locate, and evaluate students who are suspected of having a disability and who may require special education and related services. Search and Serve activities may include enrollment and records review, parent or staff referrals, classroom observations, review of academic, behavioral, developmental, and social-emotional data, SST and MTSS processes, and collaboration with families, teachers, and other educational staff.

LdVCS recognizes that participation in SST or MTSS interventions is not a prerequisite to a special education evaluation and shall not be used to delay or deny an evaluation when a disability is suspected. When there is reason to suspect that a student may have a disability and may require special education and related services, LdVCS will initiate the assessment process in accordance with applicable timelines and procedural requirements.

Notification and Coordination

LdVCS complies with all applicable federal and state laws, SELPA policies, and established procedures governing the provision of special education and related services. . The school maintains procedures to support timely communication and collaboration among families, educational staff, service providers, and other relevant parties regarding referrals, assessments, IEP development and implementation, services and supports, student discipline, and transitions. These procedures are designed to ensure that eligible students receive the special education and related services specified in their IEPs in a timely and appropriate manner.

When a student with an IEP enrolls in or leaves LdVCS, the Charter School follows applicable procedures for notification, records transfer, and coordination with the student's district of residence, charter authorizer, receiving educational agency, families, and service providers. LdVCS ensures continuity of services by reviewing existing IEPs, obtaining and transferring records, coordinating with appropriate personnel, and implementing transition procedures.

LdVCS follows all applicable IDEA requirements, California law, and SELPA policies and procedures regarding the discipline of students with disabilities, including manifestation determination reviews, continuation of educational services when required, consideration of behavioral supports and interventions, and other procedural safeguards and protections afforded to students with disabilities. . The school ensures that all decisions involving special education services, student supports, and disciplinary actions are appropriately reviewed and communicated in collaboration with families, service providers, and educational personnel.

Identification and Referral

LdVCS utilizes general education supports and interventions to address students' academic, behavioral, developmental, and social-emotional needs, as appropriate. The school's SST process and MTSS framework provide structured opportunities to identify student needs, implement targeted interventions, monitor student progress, and determine whether additional supports may be warranted.

Participation in the SST or MTSS process is not a prerequisite to a referral for a special education evaluation and is not used to delay or deny an evaluation when a disability is suspected. When LdVCS has reason to suspect that a student may have a disability and may

require special education and related services, the school will initiate the assessment process in accordance with applicable federal and state requirements.

The SST is a collaborative problem-solving team that may include the student's parent/guardian, general education teacher(s), school administrator, and other appropriate staff, such as intervention providers, specialists, and related service providers, as appropriate to the student's needs. . The SST reviews student strengths and areas of concern, academic and behavioral data, classroom performance, interventions and accommodations that have been implemented, and available progress-monitoring data to evaluate the student's response to supports and identify appropriate next steps. . The SST develops an action plan that may include targeted supports and interventions and monitors the student's response to those interventions. When appropriate, the SST may recommend additional general education supports, including consideration of eligibility under a Section 504 or referral for a special education evaluation when there is reason to suspect that the student may have a disability and may require special education and related services. The SST process is not a prerequisite to a special education evaluation and is not used to delay or deny an evaluation when a disability is suspected.

LdVCS implements Child Find procedures to identify, locate, and evaluate students who are suspected of having disabilities and may require special education and related services. Referrals may be initiated by a parent/guardian, teacher, administrator, SST, or other appropriate individuals involved in the student's education. LdVCS follows applicable SELPA policies and state and federal requirements to ensure timely identification, referral, and assessment of students suspected of having disabilities and, when determined eligible, the development and implementation of appropriate special education and related services through the IEP process.

When a referral for special education assessment is received, LdVCS follows applicable assessment procedures and timelines under the IDEA and California Education Code. Parent/guardian requests for assessment, whether written or verbal, are documented and addressed promptly in accordance with applicable requirements. The school collaborates with families, teachers, and appropriate special education personnel to identify areas of suspected disability and determine the need for evaluation

Following a referral, the parent/guardian is provided with the required assessment documents, including:

- A written notice of referral and reason for assessment;
- An assessment plan identifying the areas of suspected disability to be evaluated and the types of assessments to be conducted; ;
- Information regarding the proposed evaluation and applicable assessment procedures and timelines;
- A copy of the Notice of Procedural Safeguards; and
- Opportunities for parents/guardians to provide relevant developmental, medical, educational, and other background information to inform the evaluation.

Upon receipt of signed parental consent for assessment, LdVCS completes the evaluation within applicable federal and state timelines. An IEP team meeting is convened to review the assessment results and other relevant information, determine whether the student meets eligibility criteria for special education and related services, and, if eligible, develop an appropriate IEP based on the student's identified needs, including goals, services, accommodations, modifications, and supports, as appropriate.

LdVCS works collaboratively with families, educators, and service providers to ensure students with disabilities receive FAPE in the LRE consistent with applicable state and federal law.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" under the Individuals with Disabilities Education Act (IDEA), as provided in Section 1414 of Title 20 of the United States Code. LdVCS follows all applicable federal and state requirements related to special education evaluations and works collaboratively with qualified special education providers to ensure students are appropriately assessed in all areas of suspected disability .

LdVCS currently partners with Specialized Therapy Services (STS) and other qualified special education professionals, as appropriate, to conduct assessments for referred or eligible students in accordance with applicable law and SELPA procedures. LdVCS collaborates with parents/guardians throughout the evaluation process, obtains informed parental consent as required, and ensures that assessments are administered by appropriately credentialed, licensed, certified, or otherwise qualified personnel within their respective areas of expertise.

Depending on the student's areas of suspected disability and individual assessment needs, the multidisciplinary assessment team may include, but is not limited to:

- School psychologist or qualified assessment provider;
- Special education teacher or Education Specialist;
- General education teacher;
- Speech-language pathologist;
- Occupational therapist;
- Physical therapist;
- Board Certified Behavior Analyst (BCBA); and
- Other appropriately qualified specialists, as needed, based on the student's areas of suspected disability.

During the evaluation process, the assessment team gathers and considers information from multiple sources, including parent/guardian input, student records, classroom performance and assessment data, teacher observations, intervention and progress-monitoring data , and other relevant information. When appropriate and with parent/guardian authorization, information from outside agencies or private professionals may also be be reviewed and considered as part of the comprehensive evaluation.

Parents and guardians are essential partners in the assessment process and provide valuable information through interviews, questionnaires, and collaboration with the assessment team. Families may also share private evaluations or reports from outside professionals for

consideration as part of the evaluation process and to support a comprehensive understanding of the student's strengths and educational needs.

IEP Meetings

LdVCS, as the LEA, is responsible for arranging and providing notice of required IEP meetings in accordance with federal and state law and required timelines. IEP team membership shall comply with all requirements of the IDEA and applicable California Education Code regulations.

LdVCS ensures participation of required and appropriate school representatives at IEP meetings, including an LEA representative who is qualified and authorized to serve in that capacity, the student's general education teacher (when applicable), the student's special education teacher or service provider, and other individuals who have knowledge or special expertise regarding the student, as appropriate. The student will participate when appropriate and as required by applicable law. Additional LdVCS personnel may participate based on the student's individual needs and the purpose of the meeting.

LdVCS and qualified service providers coordinate the participation of additional IEP team members based on the student's individual needs and the purpose of the meeting. Participants may include, but are not limited to, a school psychologist, speech-language pathologist, occupational therapist, physical therapist, behavioral specialist, ERMHS provider, or other related service providers.

LdVCS ensures that IEP meetings are properly documented, parent/guardian participation is supported, procedural safeguards are provided, and that the resulting IEP includes appropriate measurable annual goals, special education and related services, accommodations, modifications, and other supports necessary for the student to receive FAPE in the LRE.

IEP Development

Decisions regarding eligibility, measurable annual goals and objectives, special education and related services, program, placement, and continuation in or exit from special education shall be made by the IEP team based on the student's individual needs and in accordance with the requirements of the IDEA, California Education Code, applicable SELPA policies, and established LEA procedures.

LdVCS ensures that special education programs, related services, accommodations, and placements are provided to eligible students as outlined in each student's IEP. Services may be delivered by qualified LdVCS staff and/or contracted providers, as appropriate to meet student needs and comply with all applicable legal requirements.

LdVCS promptly documents and responds to all requests related to special education, including requests for assessment, services, IEP meetings, changes in services or supports, reimbursement, compensatory education, mediation, and due process. LdVCS ensures that each request or matter is reviewed, documented, communicated, and addressed in accordance with applicable procedural safeguards, required timelines, federal and state law, SELPA policies and procedures, and established LEA procedures.

IEP Implementation

LdVCS is responsible for ensuring the implementation of each student's IEP in accordance with the Individuals with the IDEA, California Education Code, applicable SELPA policies, and all state and federal requirements. LdVCS collaborates with families, educational staff, and service providers to ensure the effective implementation of each student's IEP including measurable annual goals, special education and related services, accommodations, modifications, and other supports.

LdVCS provides students with disabilities appropriate access to the general education curriculum, instructional materials, instructional supports, accommodations, modifications, and assistive technology as identified in student IEPs and as necessary to support meaningful access and participation in the educational program. Special education and related services shall be delivered by qualified personnel, including LdVCS staff and/or contracted service providers, as appropriate.

LdVCS monitors student progress and provides parents/guardians with periodic reports regarding the student's progress toward annual IEP goals in accordance with the frequency specified in the student's IEP. The school shall maintain ongoing communication with parents/guardians regarding the implementation of services, student needs, progress, and concerns that may impact the student's educational program.

LdVCS follows all applicable SELPA procedures related to IEP implementation, student services and supports, accommodations, modifications, and the discipline of students with disabilities. Any concerns regarding a student's IEP implementation, services and supports, or educational access shall be communicated to appropriate LdVCS personnel and addressed in accordance with applicable legal requirements and established LEA procedures to ensure continuity of services and educational access.

Interim and Initial Placements of New Charter School Students

Students transferring into LdVCS with an existing IEP shall be provided special education and related services in accordance with applicable federal and state transfer requirements. LdVCS will review the student's existing IEP and educational records and, in consultation with the parent/guardian, provide comparable services to those described in the student's existing IEP until LdVCS adopts the existing IEP or develops and implements a new IEP in accordance with applicable legal requirements.

When a student with an existing IEP transfers to LdVCS, special education personnel will:

- Obtain and review the student's existing IEP and relevant special education records to verify the student's eligibility, placement, services, accommodations, and supports;
- Provide the parent/guardian with a copy of the Notice of Procedural Safeguards, as required;
- Consult with the parent/guardian regarding the student's existing special education program and services;
- Provide comparable special education and related services consistent with applicable federal and state transfer requirements; and

Convene an IEP team meeting within applicable timelines to review the student's existing program and determine the appropriate special education services and supports to be provided by LdVCS.

During the 30-day interim placement process, appropriate special education personnel coordinate with the IEP team to:

- Obtain and review relevant educational and special education records from the student's previous school, including the current IEP, most recent assessment reports, and other pertinent educational records; .
- Review existing data and the student's current educational needs to determine whether additional assessment data are necessary to inform the IEP team's educational planning; .
- Develop an Assessment Plan when additional assessment is warranted and obtain informed written parental consent prior to conducting the proposed assessments;
- Complete any necessary assessments in accordance with applicable federal and state requirements and summarize the findings in appropriate assessment reports.

Prior to the conclusion of the applicable transfer review period, the IEP team convenes to review the student's educational program and services. The team considers the student's existing IEP, educational records, assessment reports, information provided by the parent/guardian and previous school, current performance data, and any additional assessment information obtained during the review period. Based on the student's individual needs, the IEP team determines the appropriate special education program, placement, services, accommodations, and supports and develops, adopts, or revises the student's IEP, as appropriate, in accordance with applicable federal and state requirements.

Non-Public Placements/Non-Public Agencies

LdVCS is responsible for selecting, contracting with, and overseeing any non-public schools (NPS) and non-public agencies (NPA) utilized to provide special education and related services. The use of an NPS or NPA, including any placement, program, or service provided, shall be determined through the IEP process based on the student's individual needs and in accordance with the IDEA, California Education Code, SELPA requirements, and applicable state and federal regulations.

LdVCS ensures that all contracted nonpublic schools and agencies meet applicable certification, licensing, and qualification requirements and monitors the provision of services for compliance with applicable requirements, effectiveness, and alignment with each student's IEP. Parent/guardian requests related to NPS or NPA services or placements, including requests for reimbursement associated with unilateral placements, shall be documented, reviewed, and addressed by LdVCS in accordance with applicable federal and state law, procedural safeguards, and SELPA policies and procedures.

LdVCS maintains oversight of special education placements and services to ensure that each student receives the special education and related services identified in their IEP and is provided FAPE in the LRE.

Non-discrimination

It is understood and agreed that all children will have equal access to LdVCS, and no student shall be denied admission to nor counseled out of LdVCS due to the nature, extent, or severity of their disability or because the student is suspected of having a disability, has requested an evaluation for special education eligibility, or requires special education and related services. .

Parent/Guardian Concerns and Complaints

LdVCS is responsible for responding to parent/guardian concerns and complaints related to special education and related services, IEP implementation, accommodations, educational access, and student rights. LdVCS maintains procedures for addressing concerns in accordance with the IDEA, California Education Code, SELPA requirements, and applicable state and federal laws.

Parents/guardians may raise concerns regarding special education services through LdVCS administration or appropriate special education personnel. LdVCS shall promptly review, investigate, and respond to concerns and, when appropriate, conduct further inquiry or investigation to ensure that issues involving student rights, IEP implementation, or compliance with applicable requirements are appropriately addressed.

LdVCS shall provide access to appropriate personnel, records, and documentation necessary to investigate and resolve concerns while maintaining student confidentiality and compliance with applicable privacy laws. When concerns involve a contracted service provider, LdVCS shall coordinate with the provider to review the concern and ensure that services are delivered in accordance with the student's IEP.

When LdVCS receives a notice of a formal complaint, investigation, monitoring activity, or request for information from the CDE, the U.S. Department of Education, or another authorized agency, LdVCS shall cooperate with the process, provide requested information and documentation as required, and ensure timely responses in accordance with applicable federal and state requirements. Appropriate parties shall be notified or involved as required by law, SELPA policies, and established LEA procedures.

Dispute Resolution

LdVCS shall follow applicable SELPA policies and federal and state requirements for resolving disputes involving special education responsibilities, including disagreements regarding assessment, services, funding, placement, or service delivery among educational entities.

LdVCS shall participate in collaboration, mediation, or other resolution processes as required by SELPA policies and applicable law.

Due Process Hearings

As the LEA, LdVCS is responsible for managing and responding to any special education due process hearing requests, mediation requests, or other legal proceedings related to students enrolled at LdVCS in accordance with the IDEA, California Education Code, and applicable SELPA procedures.

If a parent/guardian requests mediation, files a due process complaint, or initiates another formal complaint related to special education services, LdVCS shall respond within applicable timelines, provide required notices and information, maintain appropriate documentation, and ensure that the rights of the student and family are protected.

LdVCS shall collaborate with families, service providers, SELPA personnel, and legal counsel, as appropriate, to address and resolve disputes.

LdVCS may participate in mediation, due process proceedings, settlement discussions, appeals, or other legal actions as necessary to fulfill its responsibilities as the LEA and comply with state and federal special education requirements.

LdVCS shall maintain appropriate documentation and provide required notices, records, and information within applicable timelines to support the resolution of any special education dispute or investigation.

SELPA Representation

LdVCS participates in SELPA meetings, activities, and communications related to the provision of special education programs and services. LdVCS shall remain informed of SELPA policies, procedures, updates, and requirements and shall ensure that its special education practices are consistent with applicable SELPA policies, state law, and federal special education law.

LdVCS designates appropriate representatives to attend SELPA meetings and collaborate with SELPA representatives and other educational partners to support the effective implementation of special education services for students with disabilities.

Funding

LdVCS is responsible for managing and utilizing state and federal special education funding allocated for its students through the SELPA Annual Budget Plan and applicable funding processes. LdVCS ensures that special education funds are appropriately allocated to support eligible students and the special education programs, related services, supports, and placements identified in their IEPs and required under applicable state and federal law.

When the IEP team determines that a student requires services or placement outside of the Charter School site, LdVCS shall arrange for and fund the appropriate programs, placement, and services consistent with the student's IEP, SELPA policies, and state and federal requirements. Such programs or placements may include, but are not limited to, services provided at another public school, a County Office of Education program, a nonpublic school, a hospital, a residential program, or through home-based instruction, as determined appropriate by the IEP team.

When outside placements or services are required, LdVCS remains responsible for coordinating and monitoring outside placements and services to ensure that the student's IEP is appropriately implemented, required services are provided, and applicable procedural safeguards and legal requirements are met.

LdVCS is responsible for ensuring that special education funding and resources are appropriately allocated to support eligible students and the special education and related

services identified in their IEPs. Funding sources, including applicable state and federal special education allocations, shall be used to support required special education programs, related services, supports, and placements consistent with the student's educational needs and applicable legal requirements.

When a student's IEP requires services or placement outside of the LdVCS site, LdVCS shall ensure appropriate coordination, funding, and implementation of those services or placements in accordance with the student's IEP, SELPA policies, and state and federal requirements.

Professional Development

LdVCS administrators, teaching staff, related service providers, paraprofessionals,and other appropriate personnel shall participate in professional development and training as necessary to their roles and responsibilities, to ensure compliance with state and federal special education requirements, including the IDEA, Section 504, applicable provisions of the California Education Code requirements, and SELPA policies.

LdVCS shall provide access to ongoing special education professional development opportunities for staff through SELPA, County Office of Education, colleges and universities, and qualified private organizations or agencies, and other appropriate professional resources. Training topics may include, but are not limited to, IEP implementation, accommodations and modifications, inclusive practices, legal and procedural requirements, behavioral supports, and evidence-based instructional strategies for students with disabilities.

LdVCS is committed to building staff capacity to support students with diverse learning needs and ensuring that personnel have the knowledge, training, and resources necessary to provide appropriate educational access, supports, and services.

Roles and Responsibilities

LdVCS, as the LEA, is responsible for Child Find, identification, assessment, IEP development and implementation, service delivery, progress monitoring, procedural compliance, and funding of special education and related services for all enrolled students, regardless of their district of residence.

The SELPA provides regional coordination, guidance, policies, procedures, and support consistent with the SELPA Local Plan and applicable requirements.

The charter authorizer maintains oversight of charter compliance but does not assume responsibility for the direct provision of special education and related services except as required by applicable law or agreement.

Section 504 of the Rehabilitation Act

LdVCS ensures that all eligible enrolled students with disabilities receive appropriate accommodations, services, and supports consistent with Section 504 and the ADA. No student who is otherwise eligible to enroll in LdVCS shall be denied enrollment, participation, or access to educational programs and activities based on a disability or because of the need for disability-related accommodations, services or supports.

LdVCS assumes full responsibility for providing appropriate accommodations, services and supports necessary to address the needs of students with disabilities, regardless of the student's district of residence. LdVCS shall ensure that students with disabilities have equal access to academic instructional programs, extracurricular activities, and all school-sponsored programs and activities in accordance with applicable law.

LdVCS is solely responsible for its compliance with Section 504 and the ADA. All facilities of LdVCS shall be accessible for all students with disabilities in accordance with the ADA.

LdVCS recognizes its legal responsibility under Section 504 and ADA to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any LdVCS program. LdVCS shall provide eligible students with the accommodations, services, and supports necessary to ensure equal access to educational programs and activities in accordance with applicable law.

When there is reason to suspect that a student may have a disability under Section 504 and may require accommodations, services, or supports, LdVCS shall initiate an appropriate evaluation process. A Section 504 team shall be convened and shall include individuals knowledgeable about the student, the meaning of the evaluation data, and available educational and placement options. The team shall consider information from a variety of sources, which may include academic performance, teacher observations, parent/guardian input, health and developmental information, behavioral and social-emotional data, intervention history, previous evaluations, and other relevant information.

The Section 504 team will determine whether the student has a physical or mental impairment that substantially limits one or more major life activities and, if eligible, determine the accommodations, services, and supports necessary to provide the student with appropriate educational access. When a student has previously been evaluated under the IDEA or through another appropriate evaluation process, relevant existing evaluation data may be considered by the Section 504 team when determining eligibility and educational needs.

Evaluations and other information used in making Section 504 eligibility and placement decisions shall be appropriate to the areas of concern and obtained from a variety of sources. When formal tests or assessment instruments are utilized, they shall be administered by appropriately trained personnel and used for the purposes for which they are valid and reliable. Assessments shall be selected and administered so that, when a student has impaired sensory, manual, or speaking skills, the results accurately reflect the student's aptitude, achievement, or other factor being measured rather than the effects of the impairment, except when those skills are the factors the assessment is intended to measure. Eligibility and educational programming decisions shall be made by the Section 504 team based on an individualized review of relevant information and in accordance with applicable procedural safeguards and legal requirements.

The Section 504 team shall make the determination regarding whether a student meets eligibility criteria under Section 504. The determination shall be documented, and the

parent/guardian shall be provided appropriate written notice, including applicable procedural safeguards, in a manner and language that supports meaningful parent/guardian participation.

If, during the Section 504 evaluation process, information is obtained that gives LdVCS reason to suspect that the student may have a disability and may require special education and related services under the IDEA, LdVCS shall initiate the special education referral and assessment process in accordance with applicable federal and state requirements.

When a student is determined eligible under Section 504, the Section 504 team shall determine the accommodations, services, and supports necessary to provide the student with FAPE and shall develop an individualized Section 504 Plan. In developing the plan, the team shall consider relevant information from a variety of sources, including parent/guardian input, teacher observations, academic and behavioral data, health information, existing evaluations and assessments, and other information relevant to the student's individual needs. The parent/guardian shall be invited and provided an opportunity to participate in Section 504 meetings.

The Section 504 Plan shall identify the student's disability-related educational needs and specify the accommodations, services, supports, and, when appropriate, modifications necessary to provide FAPE and ensure meaningful access to the educational program. Students eligible under Section 504 shall be educated with students without disabilities to the maximum extent appropriate to their individual needs and in accordance with applicable legal requirements.

LdVCS ensures that personnel responsible for educating or supporting a student with a Section 504 Plan have access to the information necessary to understand and implement their responsibilities under the plan. Teachers, service providers, substitutes, and other appropriate personnel shall be informed of the accommodations, services, supports, and other provisions they are responsible for implementing while maintaining student confidentiality in accordance with applicable privacy requirements.

A copy of the student's Section 504 Plan shall be maintained in the student's educational records in accordance with applicable recordkeeping and confidentiality requirements. Section 504 Plans shall be reviewed periodically, and at least annually pursuant to LdVCS procedures, to review the student's needs, the effectiveness and continued appropriateness of accommodations and services, and whether revisions to the plan are necessary. Eligibility shall be reevaluated periodically and prior to a significant change in placement, as required by applicable law.

LdVCS provides appropriate guidance and training to staff regarding Section 504 requirements, disability awareness, implementation of accommodations, modifications, services and supports, confidentiality, and staff responsibilities for supporting students with disabilities.

LdVCS ensures facilities and programs utilized by the Charter School comply with applicable accessibility requirements under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and applicable state law. LdVCS shall take appropriate steps to ensure

that students with disabilities are not excluded from participation in or denied access to instructional programs, extracurricular activities, services, or other school-sponsored programs and activities because of accessibility barriers.

When accessibility needs or barriers are identified, LdVCS shall take appropriate action to ensure that students with disabilities have equal access to the educational programs, services, and activities provided by the Charter School in accordance with applicable legal requirements.

GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Section 47605(c)(5)(A)(ii), the Charter School has included a reasonably comprehensive description of its goals and actions in the state priorities, schoolwide and for all numerically significant student groups, in Element 2.

Element 2: Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

LCFF STATE PRIORITIES **Charter Term Commencing July 1, 2027**	
GOAL #1	
Academic Curiosity and Rigor Through a Student-Centered Learning Model: Students will engage in a rigorous, student-centered instructional program anchored in PBL and supported by a unified MTSS that addresses the academic and social-emotional needs of every learner, fostering curiosity, creativity, collaboration, and health literacy so that students develop the Habits of Mind of lifelong learners and grow as influential contributors to an ever-changing global society.	Related State Priorities: ☐ 1 ☒ 4 ☒ 7 ☐ 2 ☒ 5 ☒ 8 ☐ 3 ☒ 6 Local Priorities: ☒: Priority 7 ☐:
Specific Annual Actions to Achieve Goal	
Throughout the charter term, LdVCS will annually implement the following actions to achieve Goal 1, consistent with the goals and actions of the school's LCAP: **Action 1: Assessment of Learning.** LdVCS will implement a comprehensive assessment system within its MTSS framework to establish baselines, identify learning gaps, monitor student progress, and set annual growth targets. The school will annually administer the i-Ready Reading and Mathematics assessments three times per year in grades K through 6 as a universal screener and progress monitoring tool, mCLASS DIBELS (Acadience) in grades K through 2 as the reading difficulties screener supporting early identification of students at risk for reading difficulties, including characteristics of dyslexia, Wonders curriculum-based assessments, and DataWorks phonics-based progress monitoring aligned with the school's Science of Reading implementation, along with the state-mandated CAASPP, ELPAC, CAST, and Physical Fitness Test. Ellevation will serve as the English learner data platform. Assessment data will be reviewed in monthly 90-minute Professional Learning Communities (PLCs) facilitated by the Instructional Coaches to inform Tier 1 instruction and guide Tier 2 and Tier 3 interventions. **Action 2: MTSS and RTI: Tiered Academic Intervention for All Students.** LdVCS will implement tiered academic intervention for all students, including early-grade SST work in grades TK through 3 for early	

identification and prevention, SIPPS and Megawords Tier 2 phonics intervention, a permanent Tier 3 small-group intensive intervention component, cross-functional student support teams that integrate EL, SPED, and RTI services for students with overlapping needs, and dedicated math RTI capacity supported by a schoolwide math benchmark and screening system, with staffing that includes the RTI Specialist and Instructional Aides.

Action 3: Mind, Body, Heart: Whole-Child MTSS Supports. LdVCS will implement a proactive, tiered whole-child support model that addresses students' social-emotional, behavioral, and mental health needs and prevents chronic absenteeism. This includes attendance intervention that engages students at the 5% absence threshold (Tier 2) and the 8% to 9% absence threshold (Tier 3), participation in the SDCOE Improving Chronic Absence Network (iCAN) Community of Practice, continued investment in the on-site school counselor through OAS, a sustained Board-Certified Behavior Analyst (BCBA) partnership supporting Behavior Support Plans and Behavior Intervention Plans, restorative practices and community circles, schoolwide behavior expectations grounded in the school's core values, and home visits aligned with evidence-based practices.

Action 4: Pathway to Proficiency: Empowering Multilingual Learners. LdVCS will implement a redesigned designated ELD program that reduces group sizes where staffing permits and groups English learners by ELPAC proficiency level (Emerging, Expanding, Bridging), a schoolwide academic language framework for integrated ELD across content areas, differentiated instructional approaches for newcomers and long-term English learners, structured and timely reclassification practices, the Ellevation English learner platform, integrated EL, SPED, and RTI services, family engagement in families' home languages, and a sustained multi-strand professional development sequence on ELD instructional practices.

Action 5: Pathway to Achievement: Empowering Students with Disabilities. LdVCS will continue to grow its Education Specialist team and sustain one-to-one paraeducator support for students with Individualized Instructional Strategies, expand psychological assessment capacity through two psychologists, deliver integrated EL, SPED, and RTI services, embed attendance goals in IEPs where appropriate, implement an Early Warning System for students missing two or more days in the first month of school, implement the Check and Connect engagement framework and Adult-Student Mentoring for the highest-need students with disabilities, and provide ongoing staff professional learning on trauma-informed practices, the behavior versus disability distinction, verbal de-escalation, PBIS for neurodiversity, and Universal Design for Learning (UDL).

Action 6: Cultivating the Whole Child: A Broad Course of Study. LdVCS will provide all students access to a broad course of study, including bi-weekly Visual and Performing Arts (VAPA) instruction for all students in grades TK through 6, monthly garden lessons in partnership with Good Neighbor Gardens, weekly health classes aligned with the school's mission to cultivate health-literate students, Physical Education aligned to California standards, and after-school enrichment opportunities accessible to every student regardless of student group, intentionally integrated with the school's Project-Based Learning instructional model.

Expected Annual Measurable Outcomes

Outcome #1: Annual growth on the ELA CAASPP

Metric/Method for Measuring: DFS as reported on the CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	-22.4	-19	-16	-13	-10	-7
English Learner Students	-67	-64	-61	-58	-55	-52
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-25.2	-22	-19	-16	-13	-10
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-26.3	-23	-20	-17	-14	-11
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Annual growth on the Math CAASPP

Metric/Method for Measuring: DFS as reported on the CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	-39.7	-36	-33	-30	-27	-24
English Learner Students	-77.4	-74	-71	-68	-65	-62
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-43.3	-40	-37	-34	-31	-28
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-43.5	-40	-37	-34	-31	-28
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Annual growth CA Science Test (CAST)

Metric/Method for Measuring: Science Points (SP) as reported on the CA School Dashboard for the Science Indicator

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	49.5	51	53	55	57	59
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Percentage of English Learners who made progress toward English Language Proficiency as measured by ELPAC.

Metric/Method for Measuring: English Learner Progress Indicator (ELPI): CA School Dashboard

N/A student group does not apply

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	44%	46%	48%	50%	52%	54%

Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #5: Increase annual reclassification rate

Metric/Method for Measuring: Reclassification Rate (Source: CALPADS)

N/A student group does not apply

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	11.7%	13%	15%	17%	19%	21%
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #6: Annually increase Attendance Rate by 0.3%

Metric/Method for Measuring: Annual Attendance Rate (ADA). Source: CALPADS

** student group is not reported for this indicator/outcome.*						
APPLICABLE STUDENT GROUPS	**Baseline**	**2027-28 Y1 Term**	**2028-29 Y2 Term**	**2029-30 Y3 Term**	**2030-31 Y4 Term**	**2031-32 Y5 Term**
All Students (Schoolwide)	93.7%	94%	94.3%	94.6%	95%	>95%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Annually reduce Chronic absenteeism rates

Metric/Method for Measuring: Chronic absenteeism rates
Source: CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	**Baseline**	**2027-28 Y1 Term**	**2028-29 Y2 Term**	**2029-30 Y3 Term**	**2030-31 Y4 Term**	**2031-32 Y5 Term**
All Students (Schoolwide)	19.8%	18%	17%	16%	15%	14%
English Learner Students	22.4%	20%	19%	18%	17%	16%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	23.6%	21%	20%	19%	18%	17%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	30.5%	28%	26%	24%	22%	20%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	22.3%	20%	19%	18%	17%	16%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Maintain Suspension Rates <2%

Metric/Method for Measuring: Suspension Rates.
Source: CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	0.7%	<2%	<2%	<2%	<2%	<2%
English Learner Students	0%	<2%	<2%	<2%	<2%	<2%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0.5%	<2%	<2%	<2%	<2%	<2%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	1.7%	<2%	<2%	<2%	<2%	<2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0.4%	<2%	<2%	<2%	<2%	<2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: : Maintain Expulsion Rates <1%

Metric/Method for Measuring: Expulsion Rate. Source: Dataquest

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Ensure all students have access to a Broad Course of Study including Unduplicated Pupils and Students with Disabilities. (access to electives)

Metric/Method for Measuring: Percentage of students participating in an enrichment course (Broad Course of Study)
Source: CALPADS & Master Schedule

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #11: Increase the percentage of students participating in all five components of the Physical Fitness Test (PFT)

Metric/Method for Measuring: Participation rate – Grade 5 students in PFT (all five components)

**** student group is not reported for this indicator/outcome.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES Charter Term Commencing July 1, 2027	
GOAL #2	
Strengthening Instructional Delivery Through Holistic Supports and Staff Development: Continue to provide evidence-based professional development centered on MTSS to improve student outcomes and address the unique learning needs of our students, fostering a safe and inclusive learning environment using a whole-child approach grounded in the Mind, Body, Heart connection and the Habits of Mind, while strengthening the use of Professional Learning Communities (PLCs) to build teacher capacity for data-informed decision making and consistent application of MTSS practices.	Related State Priorities: ☒ 1 ☐ 4 ☐ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☒: Priority 1 ☒: Priority 2

Specific Annual Actions to Achieve Goal

Throughout the charter term, LdVCS will annually implement the following actions to achieve Goal 2, consistent with the goals and actions of the school's LCAP:

Action 1: Strong Leaders, Skilled Teachers (Credentialed Educators for Every Classroom). LdVCS will continue to employ a credentialed Executive Director/Principal and fully credentialed core classroom teachers in every classroom in grades TK through 6, appropriately assigned and credentialed for the subject areas and student groups they serve, including resolution of identified credentialing needs such as CLAD authorization. The school will maintain a longer school day and year with 180 instructional days and will sustain a structured professional learning calendar of five summer preparation days, ten non-instructional professional learning days, weekly professional learning, and 90-minute monthly Professional Learning Communities (PLCs).

Action 2: Habits of Mind in Practice (Educator Professional Learning and Coaching). LdVCS will provide a comprehensive, multi-strand professional learning sequence covering four strands: Foundational Literacy and ELA Instruction (including LETRS), Mathematics Instruction (including the Common Core Math focus on the Standards for Mathematical Practice and rigor across procedural fluency, conceptual understanding, and application), English Learner Instruction and Multilingual Learner Support, and Whole-Child Supports addressing behavior, attendance, and mental health (including trauma-informed practices, verbal de-escalation, and the behavior versus disability distinction). The school will provide Project-Based Learning professional development for all certificated staff, sustain its job-embedded instructional coaching model with monthly observations and debrief cycles led by the Instructional Coaches, and conduct weekly instructional leadership walkthroughs with common look-fors and rubrics.

Action 3: Standards-Aligned Curriculum for Every Student. LdVCS will continue to provide every student access to standards-aligned core curriculum and instructional materials across every subject area, including Wonders (ELA), Eureka Math, Heggerty, UFLI Foundations, Rockalingua (Spanish), the Health and Wellness curriculum, and standards-aligned materials for science (aligned to the CA NGSS), history-social science, physical education, ELD, and Visual and Performing Arts. The Curriculum and Assessment Governance Committee will review instructional materials throughout the school year to ensure alignment, sufficiency, and effectiveness.

Action 4: Technology to Power Teaching and Learning. LdVCS will continue to maintain equitable digital access for all students regardless of socioeconomic background, including one-to-one student devices for every student in grades TK through 6, upgraded staff computers and classroom technology infrastructure, contracted IT support services, and an annual technology needs assessment to ensure that technology investments remain aligned with student learning needs and the school's instructional program.

Expected Annual Measurable Outcomes

Outcome #1: LdVCS will ensure all teachers are appropriately credentialed and assigned.

Metric/Method for Measuring: Annual Teacher Assignment Monitoring Outcome (TAMO) data reported by the CDE; CA School Dashboard (Priority 1).

**** student group is not reported for this indicator/outcome.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	83.3%	84%	85%	86%	87%	88%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Ensure all students (including Unduplicated Pupils) have access to standards aligned materials.

Metric/Method for Measuring: Annual curriculum and textbook inventory
Source: SARC Report

**** This metric (outcome) applies to all students.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Ensure implementation of the State Academic Standards (CCSS, NGSS, CA ELD Standards, and content-area frameworks).

Metric/Method for Measuring: Local Indicators Self-Reflection Tool (Priority 2). Rating Scale: 1 - Exploration & Research; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation & Sustainability.
Source: CA School Dashboard Local Indicators; classroom observation data.

**** student group is not reported for this indicator/outcome.***

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	3	3	4	4	4	5
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2027

GOAL #3

Building Authentic Partnerships: Continue to strengthen meaningful and reciprocal engagement with educational partners, including staff, parents, students, and community members, through ongoing collaborative forums and shared decision-making opportunities that advance the school's mission, vision, and MTSS, while using a variety of feedback and data sources to identify and address equity gaps, strengthen the instructional program, and foster a school culture grounded in trust, shared responsibility, and collective accountability for student outcomes.	Related State Priorities: ☒ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☒ 3 ☒ 6 Local Priorities: ☒: Priority 1 ☒: Priority 3 ☒: Priority 6

Specific Annual Actions to Achieve Goal

Throughout the charter term, LdVCS will annually implement the following actions to achieve Goal 3, consistent with the goals and actions of the school's LCAP:

Action 1: Mind, Body, Heart in Community: Engagement, Climate, and Belonging. LdVCS will strengthen student engagement, school climate, and connectedness through experiential learning, schoolwide community building, school safety practices, and annual climate measurement. Each grade-level cohort will participate in two to three field trips per year that reinforce grade-level content standards and anchor the school's Project-Based Learning work in real-world contexts, with supports to remove transportation, fee, or other barriers so that English learners, students with disabilities, socioeconomically disadvantaged students, Hispanic students, and foster youth have equitable access. The school will host schoolwide events including grade-level family events, learning showcases, and culturally responsive celebrations, with the Health and Wellness Committee leading schoolwide wellness initiatives including pursuit of Healthier Generation All-Star recognition. The Brag Tag recognition system will continue to honor students who demonstrate the school's core values (safe, respectful, responsible, and kind), exhibit Habits of Mind, and achieve perfect monthly attendance, alongside class-level attendance recognition and the end-of-year bicycle raffle, and the school will sustain No Place for Hate or equivalent schoolwide anti-bias and inclusivity initiatives. LdVCS will maintain a safe, welcoming environment through regular safety drills consistent with state requirements, a comprehensive emergency response plan, supervised arrival, dismissal, and transition routines, and anti-bullying practices with restorative responses to conflict. The school will implement an annual cycle of school climate surveys for students (using the California Healthy Kids Survey in appropriate grade levels and locally developed items elsewhere), parents (available in English, Spanish, and other home languages), and staff, serving as a primary local indicator for the California School Dashboard School Climate priority.

Action 2: Pathway to Partnership: Family Engagement in Decision-Making. LdVCS will actively seek parent input in decision-making through committee structures that include parents representing unduplicated student groups and students with disabilities: the ELAC, which advises on programs and services for English learners; the EL-PAC, which advises on school-level EL programs and policies and

provides input on the LCAP consistent with Education Code Section 52062(a)(2), as applicable; the PAC, which provides input on the LCAP and other key school decisions per Education Code Section 52062(a)(1); and the Parent Leadership Team, which meets monthly to provide meaningful input in school decision-making. Interpreter services will be available for all committee meetings and upon request, meeting materials will be provided in English, Spanish, and other home languages to the greatest extent possible, and meetings will be scheduled to maximize participation by working families, with childcare provided where feasible. The school will actively recruit committee participation from families of English learners, students with disabilities, socioeconomically disadvantaged students, Hispanic families, and foster youth so that decision-making is informed by the perspectives of the students and families most affected by school decisions.

Action 3: Pathway to Empowered Families: Engagement and Education. LdVCS will implement a comprehensive family engagement program that builds authentic, reciprocal partnerships, strengthens family capacity to support student learning at home, and removes barriers to family participation. The Parent Workshop Series will address supporting early literacy at home (including the Science of Reading), supporting mathematics learning at home, understanding the California School Dashboard and state assessments, supporting English learner success and the reclassification process, supporting students with disabilities and the IEP process, attendance, mental health, and whole-child wellness (including the on-site counselor, Care Solace, the Mind, Body, Heart connection framework, and iCAN family resources), and health literacy consistent with the school's health sciences identity. The school will host family engagement events including family literacy and math nights, learning showcases, and family wellness events, and will conduct targeted outreach to families of English learners, families of students with disabilities, and families of chronically absent students, using positive, benefit-focused messaging, coordination with iCAN where external case management is needed, and communication in families' home languages. Family-school communication will continue through weekly newsletters, classroom communication platforms, PowerSchool family access, the school website, and direct teacher-family communication. Home visits will continue as a core family engagement strategy, particularly for students with nine or more unexcused absences, following evidence-based practices including language concordance and collaborative advocacy with families.

Action 4: Safe, Clean, and Well-Maintained Facilities. LdVCS will continue to provide all students and staff with a safe, clean learning environment through regular maintenance, facility monitoring, and ongoing modernization. The school will complete the Facility Inspection Tool (FIT) assessment annually to evaluate building systems, cleanliness, and structural integrity, prioritize and promptly address any identified issues, and document and report FIT results and remediation progress annually through the School Accountability Report Card (SARC), the Local Indicators Report, and the LCAP, consistent with the Williams Settlement requirements and State Priority 1. The school will maintain high standards of cleanliness and safety through dedicated custodial staff, contracted maintenance services, preventative maintenance practices, and timely response to facility needs to minimize disruptions to the learning environment.

Expected Annual Measurable Outcomes

Outcome #1: Maintain clean and safe facilities, as measured by an overall score of "Good" or "Exemplary" on the Facilities Inspection Tool (FIT).

Metric/Method for Measuring: Annual FIT Score: Good or Exemplary
Source: Facility Inspection Tool (FIT) Report

"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Encourage parent input in decision-making including families representing Unduplicated Pupils ("UP") and Students with Disabilities ("SWD"). (Rating: 5)

Metric/Method for Measuring: Local Indicators Self-Reflection Tool (Priority 3, Questions 9-12). Rating Scale: 1 - Exploration & Research; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation & Sustainability.
Source: CA School Dashboard Local Indicators.

"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	5	5	5	5	5	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A

Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: Increase and solicit parent participation in programs at the school, including families representing Unduplicated Pupils and Students with Disabilities. (Rating: 5)

Metric/Method for Measuring: Local Indicators Self-Reflection Tool (Priority 3, Questions 1-4). Rating Scale: 1 - Exploration & Research; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation & Sustainability.

"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	4	4	5	5	5	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #4: Increase the percentage of students who report a sense of safety and school connectedness (Goal: >90%).

Metric/Method for Measuring: Annual student climate survey: % Sense of safety; % School connectedness.

Source: Annual student climate survey.

"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	95%/95 %	>90%	>90%	>90%	>90%	>90%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #5: Increase percentage of parents who feel a sense of safety and school connectedness. (Goal >85%)

Metric/Method for Measuring: Annual parent survey: % Sense of safety; and % School connectedness

Source: Family Survey

"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	85%/96 %	90%	>90%	>90%	>90%	>90%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A

Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #6: Maintain the percentage of staff who report a sense of safety and school connectedness (Goal: >90%).

Metric/Method for Measuring: Annual staff climate survey: % Sense of safety; % School connectedness.
Source: Annual staff climate survey.

"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	85%/96%	90%	>90%	>90%	>90%	>90%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Element 3: Methods of Measuring Pupil Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

LdVCS maintains a rigorous, comprehensive, and standards-aligned system for assessing student progress toward the measurable pupil outcomes set forth in Element 2 of this petition and toward the state priorities applicable to the grade levels served. To the extent practicable, the Charter School's methods for measuring pupil outcomes are consistent with the manner in which information is reported on the School Accountability Report Card (SARC), as required by Education Code Section 47605(c)(5)(C).

Student Information System

LdVCS utilizes PowerSchool as its Student Information System (SIS). All student information, including enrollment, attendance, grades, and assessment data, is housed within PowerSchool, ensuring the secure, centralized, and accurate maintenance of student records.

Mandated State Assessments

The Charter School shall comply with all state requirements governing participation in and administration of state-mandated assessments, including computer-based assessments. LdVCS shall submit and maintain current and accurate data within the California Longitudinal Pupil Achievement Data System (CALPADS). The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as to the Charter School.

Schoolwide and student group progress is measured objectively through the state-mandated assessments administered within the California Assessment of Student Performance and Progress (CAASPP) system. These include the Smarter Balanced Summative Assessments in English Language Arts and Mathematics in grades 3 through 6, the California Alternate Assessments (CAAs) for eligible students with the most significant cognitive disabilities, and the California Science Test (CAST) in grade 5, including the California Alternate Assessment for Science for eligible students. The Charter School also administers the Physical Fitness Test (PFT) in grade 5 and the English Language Proficiency Assessments for California (ELPAC), both Initial and Summative, to English learners, including the Summative Alternate ELPAC for eligible students.

Methods for Measuring Pupil Progress Toward Outcomes

The Charter School's overarching objective is for every student to meet or exceed grade-level standards in all subject areas. Classroom teachers systematically analyze student achievement data to monitor progress, identify appropriate interventions, and deliver small group instruction, differentiation, and scaffolding responsive to individual student needs. Assessment data serves multiple institutional purposes: it establishes annual measurable outcomes, informs the development of the Charter School's LCAP, refines schoolwide assessment practices, informs instruction, guides curricular modifications and adjustments to the master schedule, and supports the evaluation of program efficacy within the Charter School's MTSS. The Executive Director, teachers, and staff are accountable to the Charter School's governing board for ensuring that all students meet annual growth targets and schoolwide measurable outcomes.

As reflected in the assessment chart below, the Charter School employs multiple assessment modalities to establish baseline performance, identify students for RTI, set annual growth targets, and evaluate program effectiveness. Teachers administer formative assessments, including entrance and exit slips, quick checks, surveys, and quizzes, and students complete writing assessments as well as summative and benchmark assessments across all disciplines throughout the academic year. Consistent with Education Code Section 53008, the Charter School administers the mCLASS DIBELS literacy screener to all students in kindergarten through grade 6, and to students new to California schools who have not previously been screened, to identify students at risk of reading difficulties, including dyslexia. The Charter School additionally administers the California Department of Education's interim assessments for science in grades 3 through 5, providing low-stakes instructional checkpoints that measure student progress toward the California Next Generation Science Standards in advance of the grade 5 CAST administration. The following chart provides an overview of the local and state-mandated assessments administered, organized by subject area and frequency.

Assessment	Subject Area(s)	Grade Level(s)	Frequency
i-Ready Diagnostic (Reading and Mathematics)	ELA, Math	K-6	Three times per year (fall, winter, spring)
mCLASS DIBELS (Acadience) literacy screener	Early Literacy	K-6, plus students new to California schools not previously screened	Beginning of year screening with ongoing progress monitoring
Wonders curriculum-based assessments	ELA	K-6	Ongoing, per unit
Eureka Math curriculum-based assessments	Math	K-6	Ongoing, per module

Assessment	Subject Area(s)	Grade Level(s)	Frequency
DataWorks phonics-based progress monitoring	Foundational Literacy	K-6, as appropriate	Ongoing
Teacher-developed formative assessments (entrance/exit slips, quick checks, quizzes) and writing assessments	All subject areas	TK-6	Ongoing throughout the year
Authentic and performance-based assessments (portfolios, rubrics, reflective journals, presentation protocols)	All subject areas	TK-6	Ongoing throughout the year
Student-led conferences and year-end exhibitions	All subject areas	TK-6	Conferences during the year; exhibitions annually
Student technology benchmarks (ISTE-aligned)	Technology across the curriculum	K-6	Annually
CDE Interim Assessments for Science	Science	3-5	Periodically throughout the year
CAASPP: Smarter Balanced Summative Assessments (or CAAs for eligible students)	ELA, Math	3-6	Annually (spring)
CAST (or CAA for Science for eligible students)	Science	5	Annually (spring)
ELPAC: Initial	English Language Proficiency	K-6 (newly enrolled students whose home language is not English)	Within 30 days of initial enrollment
ELPAC: Summative (including Summative Alternate ELPAC for eligible students)	English Language Proficiency	K-6 (English learners)	Annually (spring)

Assessment	Subject Area(s)	Grade Level(s)	Frequency
Physical Fitness Test (PFT)	Physical Education	5	Annually

Authentic and Performance-Based Assessments

In addition to the formal assessments described above, LdVCS employs a suite of authentic, performance-based assessments through which students demonstrate, reflect upon, and take ownership of their learning. These assessments cultivate the self-evaluation, goal-setting, and metacognitive habits that are central to the Charter School's student-centered instructional model and Project-Based Learning program.

Portfolios. Portfolios are ongoing assessments designed to reinforce self-evaluation and goal setting. A portfolio is a purposeful collection of student work gathered over time to demonstrate learning and measure growth. Work is selected jointly by the student and the teacher, and students reflect upon and assess their own progress, identifying areas of strength as well as areas requiring improvement.

Reflective Journals. Reflective journals provide a weekly structure through which students evaluate and maintain a written record of their progress. At the close of each week, students consider and respond to reflective prompts: What did you learn this week? What are you proud of? What challenged you, or where do you need help? In responding, students explain their reasoning and support it with examples and then set a goal for the following week. Goals are personal and may be academic, behavioral, physical, or artistic. Students develop a plan and timeline for meeting each goal and subsequently evaluate whether the goal was met and how to proceed.

Rubrics. Rubrics define the criteria and standards by which a product, performance, or demonstration is developed and assessed. Although criteria may be teacher-generated, rubrics are most powerful when developed collaboratively with students, a process that requires students to articulate and agree upon the most important dimensions of their learning before beginning a task. Because expectations are transparent from the outset, students are able to focus on and strive toward the desired outcome. Responsibility shifts to the students as they assess their own work, enabling them to see clearly what they have done well and where improvement is needed. Student-generated rubrics, guided by the teacher, deepen learning and raise the quality of achievement, and rubrics may be developed for specific projects or standardized and used throughout the year to demonstrate growth.

Student-Led Conferences. Student-led conferences empower students and establish effective communication among students, parents, and teachers. During these conferences, students assume responsibility for communicating their academic progress by presenting their portfolios and demonstrating acquired skills. Students evaluate their progress and set goals for themselves, accepting responsibility for their learning and becoming accountable for their own growth.

Presentation Protocol. The presentation protocol is a formal method of exhibiting student work in which students present a learning product and articulate the process by which it was completed. The protocol includes structured self-reflection on three essential questions: What did you learn? How did you learn it? How will you use what you learned in the future? Student presenters receive feedback from the teacher, adult audience members, and their peers. This metacognitive examination of the learning process is essential to strengthening students' project-based learning skills, and the practice of giving and receiving peer feedback cultivates a collegial atmosphere of shared purpose within a learning community that includes both children and adults.

Student Technology Benchmarks. Consistent with the International Society for Technology in Education (ISTE) standards for student and teacher competencies, student technology benchmarks are assessed annually through inquiry-driven, project-based products of learning. The 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 grade 4, and culminating in the creation of multimedia projects and web pages in grades 5 and 6.

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

Academic Grading and Report Cards

LdVCS employs a standards-based, four-point grading scale to communicate each student's progress toward mastery of grade-level academic standards. Grades reflect demonstrated mastery of the standards rather than effort, behavior, or participation, providing students and families with an accurate and transparent representation of current academic performance.

A score of 4 (Exceeding Expectations) denotes performance above grade level, characterized by a consistently strong command of the standards and the independent application of knowledge in novel and increasingly complex contexts. A score of 3 (Meeting Expectations) denotes grade-level proficiency in the standards taught, demonstrated through the consistent, independent, and accurate completion of academic tasks. A score of 2 (Approaching Expectations) denotes performance approximately one grade level below expectations; although the student is progressing, consistent mastery of grade-level standards has not yet been demonstrated, and additional instruction, intervention, or support may be required to reach proficiency. A score of 1 (Not Meeting Expectations) denotes performance two or more grade levels below expectations, reflecting significant gaps in understanding of grade-level standards and a need for intensive academic support and intervention.

Teachers determine grades through multiple measures of student learning, including classwork, assessments, projects, and other demonstrations of mastery. Because learning is a continuous process, grades represent a student's current level of achievement and are revised as the student demonstrates deepened understanding. Report cards are issued each grading period, student progress is reviewed with families during parent/teacher conferences, and students not

yet meeting grade-level expectations receive additional support through the Charter School's MTSS.

Promotion and Retention

The LdVCS governing board expects students to progress through each grade level within one school year. To that end, instruction is designed to accommodate the variety of ways in which students learn and to provide strategies for addressing academic deficiencies as they arise. Students progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Promotion and Acceleration. When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student. Promotion and acceleration decisions are at the Charter School's sole discretion.

Retention. Teachers shall identify students who should be retained, or who are at risk of being retained, at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: between grades 2 and 3, between grades 3 and 4, between grades 4 and 5, and between grades 5 and 6. Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and additional indicators of academic achievement, including local assessments, attendance, and/or portfolios. Students between grades 2 and 3 and between grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading; proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5. If a student does not have a single regular classroom teacher, the Executive Director or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.

Retention decisions are informed by a multiple-criteria review documented through a parent conference, which may include Summative ELPAC results for English learners, local assessment results, grades, attendance, and portfolio evidence. When a student is recommended for retention or is identified as being at risk of retention, the Executive Director or designee shall offer an appropriate program of remedial instruction, delivered through the Charter School's MTSS and RTI structures, to assist the student in meeting grade-level expectations. The teacher's decision to promote or retain a student may be appealed; the Executive Director or designee shall establish an appeals process for the Charter School. Retention decisions are at the Charter School's sole discretion.

Students with Disabilities. The Executive Director or designee shall ensure that, with regard to students with disabilities, the determination as to the appropriate standards for promotion or retention is made as part of the IEP process.

Reporting of Data

LdVCS employs multiple, complementary mechanisms to inform its educational partners of the Charter School's performance, including the annual SARC, report cards, parent/teacher conferences, and LCAP engagement meetings. Parents are encouraged to participate in, and provide input on, the Charter School's educational program through the PAC and the ELAC. The Charter School uses its accountability data to evaluate the effectiveness of, and the need for, new program initiatives. School leadership hosts monthly meetings with parents to review schoolwide data, including data walls displaying color-coded performance levels, and families maintain ongoing access to their child's academic progress, grades, and attendance through the PowerSchool Parent Portal. Within the classroom, weekly data is posted in color-coded, anonymous form, enabling students to monitor their own academic progress on a continuous basis.

At each meeting of the governing board, the Executive Director reports on enrollment, attendance, student achievement, professional development, and other matters pertaining to the Charter School. Teachers convene in grade-level teams during weekly common planning time, and in monthly 90-minute Professional Learning Communities facilitated by the Charter School's Instructional Coaches, to examine student work and to disaggregate and analyze local, interim, and state assessment results across all disciplines, including English Language Arts, Mathematics, History/Social Science, and Science. All assessment data is disaggregated by student group to ensure that the progress of English learners, socioeconomically disadvantaged students, students with disabilities, and all other student groups is monitored and addressed on an ongoing basis.

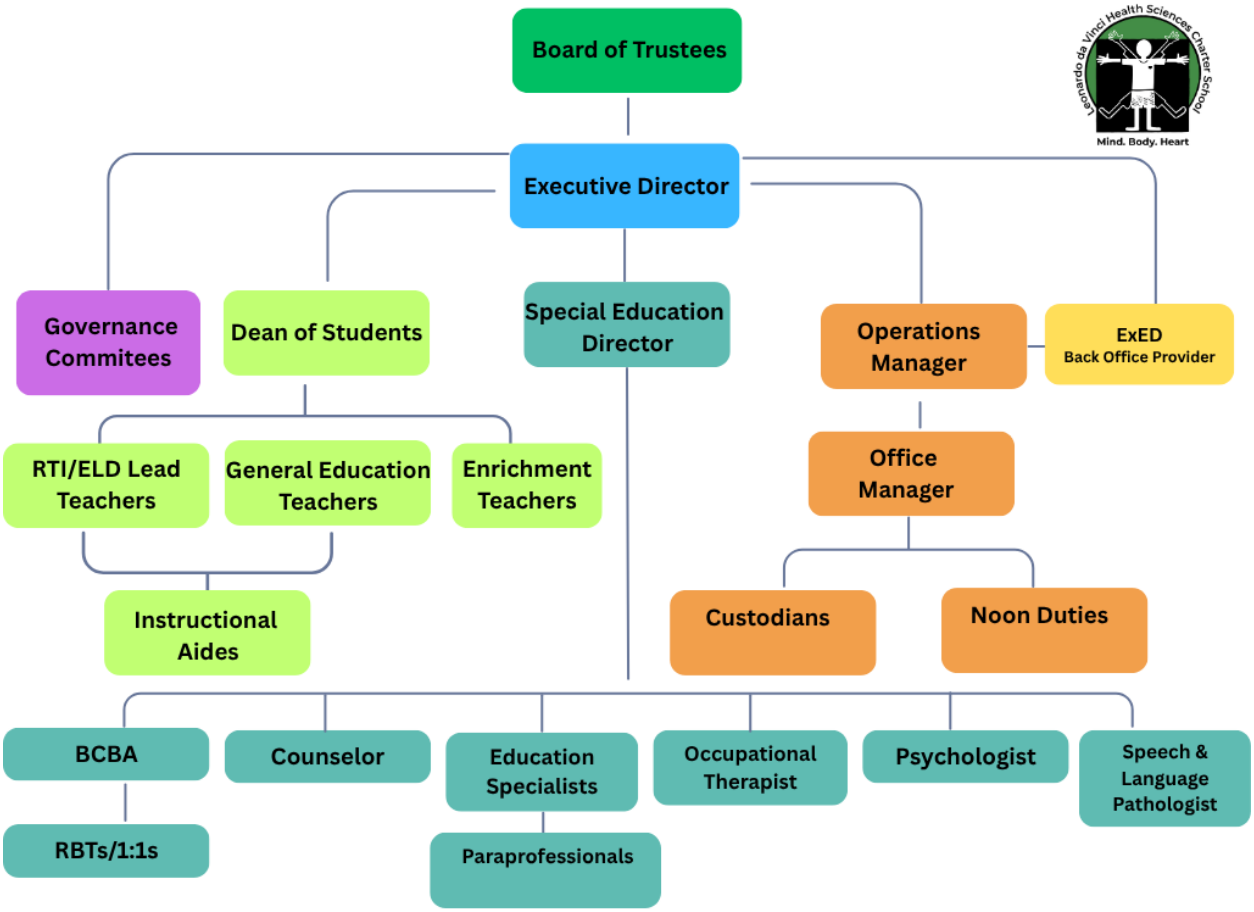
Element 4: Governance

Governing Law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement" Education Code § 47605(c)(5)(D).

Non-Profit Public Benefit Corporation

Leonardo da Vinci Health Sciences Charter School is a California non-profit public benefit corporation pursuant to California law with 501(c)(3) tax-exempt status. LdVCS is governed pursuant to its adopted bylaws, which are subsequently amended from time to time in a manner consistent with this charter. Attached as Appendix A, B, and G are the Charter School's current Articles of Incorporation, Bylaws, and Conflict of Interest Code respectively.

The school's leadership structure includes a Board of Trustees, Executive Director, and governance committees that work together to provide oversight, strategic direction, and effective management. The Board guides policy and accountability, while the Executive Director leads daily operations and implements the school's mission. Committees support key areas such as finance, planning, and governance.



Teachers, staff, parents, and community educational partners serve as members of the LdVCS governance structure. School-wide announcements of meetings, posting of minutes, emails, community forums, and other methods are used to increase the importance of serving as a member within the Charter School's governance structure.

The governance structure has been developed to ensure that:

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

Pursuant to Education Code Section 47604(a), the Charter School shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Board of Trustees

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

As described in the bylaws, the number of trustees shall be no fewer than six and not more than fourteen, with the exact number to be fixed within these limits by approval of the Board.

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

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

Board Qualifications

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

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

The duties of the chairperson include:

- Serve as chair of all meetings of the Board of Trustees.
- Oversight of all actions of the Board of Trustees between meetings.
- Represent the Charter School within the boundaries of policies and purposes established.
- Develop Board of Trustees meeting agendas in conjunction with the Executive Director in compliance with the Brown Act.

The duties of the Secretary include:

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

The duties of the Treasurer include:

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

The nomination process for incoming Board of Trustees members is set forth in the bylaws.

Current Board Members

See Appendix B for the Board Bylaws, and Appendix C for Board Resumes.

Conflict of Interest

The Board has adopted a Conflict of Interest Code (Appendix G) that complies with the Political Reform Act, which shall be updated from time to time as necessary.

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

Meetings

The Board of Trustees currently meets once a month and in accordance with the Brown Act. Board meetings are currently held on the third Thursday of each month at the school facility.

The agenda for Board meetings is posted according to the Brown Act, including postings in a publicly accessible physical location and on the LdVCS website. Parents are welcome to attend Board meetings and voice their concerns and opinions during the designated public comment portion of the meeting.

Board Roles and Responsibilities

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

- Uphold the vision of the Charter School.
- Oversee the implementation of the Charter School's charter.
- Approve and monitor the budget and the Charter School's fiscal practices including receipt of grants and donations.
- Develop and monitor an operational business plan that focuses on student achievement and financial viability.
- Monitor the implementation of school-wide discipline and attendance trends.
- Pursue partnerships, donations and grant opportunities for the Charter School.
- Create external or sub-committees as needed.
- Provide input regarding issues of importance to the school including interviewing panels, partnerships, teacher and staff evaluation process, best practices for learning, and approving the use of categorical funding.
- Approve all operational policies as well as work with the Charter School's teachers and staff to implement such policies.
- Provide oversight of instructional programs and materials.
- Approve personnel policies.
- Hire, supervise and evaluate the Executive Director.
- 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 $20,000 and all capital expenses over $50,000.
- Receive and review quarterly financial reports and the yearly financial and compliance audit.
- Coordinate the efforts of the Governance Committees.

- Participate in the dispute-resolution procedures and complaint procedures when necessary.
- Determine site policy.
- Approve the annual budget.
- Provide input on school calendar decisions.
- Participate in Categorical Program Monitoring (CPM).
- Adopt the Local Control Accountability Plan (LCAP).

The Board may execute any powers delegated by law to it, shall discharge any duty imposed by law upon it, and may delegate to an employee of LdVCS any of those duties with the exception of budget approval or revision, approval of the financial and compliance audit, the adoption of Board policies, or any other duty that cannot be delegated by law. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Board Development

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

- Individual Board members attend leadership workshops and coach the board on best practices.
- Board members (and the Executive Director) receive at least two hours of ethics trainings within the first six months of service to the Charter School and at least once every two years thereafter.
- Board members receive training in K-12 public education school finance laws in accordance with Education Code Section 35220 et seq. Board members receive training in educating the target student population.
- Board members reference legal counsel for guidelines as needed.
- Board members establish committees as necessary to provide informational support.

Governance Committees

Teachers, staff, parents and community educational partners serve as members on the Charter School's three Governance Committees: Audit/Budget, Curriculum and Assessment, and Partnership. The Governances Committees are not formed by the Board of Trustees. They are advisory groups that do not exercise any authority of the Board of Trustees. The term of membership on a Governance Committee is one year. At the beginning of the school year, parents and community educational partners have the opportunity to serve on a Governance Committee for the duration of the school year. Each teacher at the Charter School is required to participate on one of the committees.

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

1. Audit/Budget Committee

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

The Audit/Budget Committee is comprised of:

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

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

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

The Audit/Budget Committee recommends an independent auditor to the Board of Trustees, who then approves the selection. The audit verifies the accuracy of the Charter School's financial statements, revenue-related data collection and reporting practices, and reviews the school's internal controls.

2. Curriculum and Assessment Committee

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

The Curriculum and Assessment Committee is comprised of:

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

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

- Research, review and discuss current instructional strategies and supervise the adoption of instructional strategies and materials in all curricular areas based on the best interest of the Charter School.
- 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 and school standards.
- Provide guidance in the gathering and interpretation of statistical data to inform and improve instruction.
- Provide guidance to the elementary school foreign language program.
- 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, and other similar programs.
- Participate in Categorical Program Monitoring (CPM).

3. Partnership Committee

The Partnership Committee is comprised of teachers, staff, parents and community educational partners to develop strategies for establishing partnerships with health care educators and

practitioners in higher education and private industry to support the goals of the Charter School.

The Partnership Committee is comprised of:

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

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

- Maintain outstanding working relationships with currently established partnerships.
- Pursue partnerships, donations, and grant opportunities for the Charter School.
- 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 programs.
- Oversee the approval, scheduling and monitoring of the school volunteer program and all programs concerned with student health, safety and nutrition.
- Schedule events including but not limited to: Back-to-School Night, Education Celebration, Red Ribbon Week, conferences, student- led conferences, professional development sessions, 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).

4. Health and Wellness Committee

The Health and Wellness Committee is comprised of teachers, staff, parents, and community members committed to promoting comprehensive health and wellness practices that support the whole child. The committee focuses on creating a school environment where students, families, and staff are supported in developing healthy habits and maintaining their physical, emotional, and social well-being.

The Health and Wellness Committee is comprised of:

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

The responsibilities of the Health and Wellness Committee include, but are not limited to the following:

- Research, recommend, and implement schoolwide health and wellness initiatives that support the mind, body, and heart of students, staff, and families.
- Promote practices that support student mental health, physical wellness, social-emotional learning, and positive school culture.
- Review and support implementation of wellness programs related to nutrition, physical activity, mindfulness, stress management, and healthy lifestyles.
- Identify resources, partnerships, and community connections that support health and wellness education.
- Coordinate health and wellness events, activities, and campaigns that promote lifelong healthy habits.
- Support staff wellness initiatives that encourage a positive, balanced, and healthy work environment.
- Collaborate with teachers and staff to integrate wellness strategies into the school day and classroom environment.
- Gather feedback from students, families, and staff to identify wellness needs and opportunities for improvement.
- Support communication with families regarding health, safety, and wellness resources.
- Align health and wellness efforts with the mission, vision, and schoolwide goals of Leonardo da Vinci Health Sciences Charter School.

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

A representative from the Audit/Budget Committee, Curriculum and Assessment Committee, Partnership Committee, and the Health and Wellness Committee along with the leadership team, meet with the Executive Director on a regular basis to review progress toward schoolwide goals, align initiatives with the LdVCS mission and vision, and support continuous improvement efforts. Monthly leadership meetings provide an opportunity to review data, assess implementation of priorities, coordinate schoolwide planning, and ensure that programs, events, and resources are aligned with the school's strategic goals. These discussions also support planning for the upcoming school year calendar, including but not limited to:

- Coordinate the development and alignment of the schoolwide calendar, including academic events, student activities, family engagement opportunities, and professional development.
- Review committee updates, progress toward LdVCS goals, and alignment with the school's mission and vision.
- Coordinate extracurricular activities, enrichment opportunities, and student leadership programs.
- Maintain and strengthen community partnerships, recruitment efforts, and family engagement initiatives.

- Support the planning and implementation of schoolwide events, including Back-to-School activities, Student-Led Conferences, family events, and student celebrations.
- Coordinate fundraising efforts and review opportunities to support student programs, wellness initiatives, and school priorities.
- Support Health and Wellness initiatives that promote the physical, emotional, and social well-being of students, families, and staff.
- Review curriculum, assessment, and professional development priorities to ensure alignment with instructional goals.
- Coordinate student leadership and service opportunities, including Student Council, Peace Patrol, and School Safety Patrol.
- Plan enrichment experiences, field trips, overnight study trips, and grade-level activities that support student learning and community building.
- Review budget priorities, grant opportunities, and resource allocation to support schoolwide initiatives.

Educational Partner Consultation for LCAP Development and Implementation

LdVCS maintains a comprehensive educational partner engagement framework to ensure meaningful consultation and input in the development, implementation, and annual update of its LCAP. As a Title I charter school operating under applicable Education Code requirements, LdVCS adheres to all educational partner engagement mandates while implementing an alternative governance structure, authorized under Education Code Section 64001(j), appropriate for charter schools that do not form a traditional School Site Council.

Education Code Section 64001(j) provides that single school districts and charter schools may use the LCAP to serve as the School Plan for Student Achievement, provided the LCAP meets federal school planning requirements and the educational partner requirements established in Education Code Section 52062(a). Under this provision, a charter school using its LCAP, inclusive of Title I, Part A funded expenditures, to meet federal schoolwide planning requirements is not required to establish a School Site Council. Instead, the governing board of the charter school must establish a Parent Advisory Committee and, as applicable, an English Learner Parent Advisory Committee consistent with Education Code Section 52063. LdVCS has adopted this structure, and the consultation processes described below satisfy both state LCAP mandates and federal Title I planning requirements.

LdVCS shall comply with all requirements in Education Code Section 47606.5, including, but not limited to, the requirements to hold at least one public hearing to solicit the recommendations and comments from parents and other members of the public, to present a report on the LCAP annual update and the LCAP budget overview for parents on or before February 28 each year at a regular board meeting, and to prominently post the LCAP on the home page of the Charter School's website.

Parent Advisory Committee (PAC)

LdVCS has established a robust Parent Advisory Committee that serves as the primary mechanism for parent and community engagement in LCAP development and oversight. The

PAC provides structured opportunities for meaningful input on school priorities, goal setting, and resource allocation.

The PAC is composed of parents and community members who reflect the demographic diversity of the Charter School's student population, including parents representing multiple grade levels, unduplicated pupils (low-income students, English Learners, and foster youth), and students with disabilities. This composition ensures broad representation in LCAP consultation.

The Charter School convenes the PAC throughout the academic year, with intensified engagement during LCAP development and review periods. The consultation process includes:

- **Annual LCAP Review Sessions**, in which the PAC receives comprehensive presentations on current LCAP goals, metrics, and outcomes and provides feedback on effectiveness and areas for improvement.
- **Priority-Setting Workshops**, in which parents participate in facilitated discussions to identify and prioritize student needs, academic goals, and school climate improvements that inform LCAP development.
- **Budget Alignment Reviews**, in which the PAC reviews proposed expenditures and resource allocations to ensure alignment with LCAP goals and community priorities.
- **Progress Monitoring**, consisting of regular updates on LCAP implementation, including data analysis and strategy adjustments informed by educational partner feedback.

Consistent with Education Code Section 52062(a)(1), the Principal of the Charter School provides written responses to all comments received from the Parent Advisory Committee regarding the LCAP and its annual updates.

English Learner Advisory Committee (ELAC)

The ELAC is a separate committee, subject to its own formation threshold: each California public school enrolling 21 or more English Learners must form an ELAC. Because English Learner enrollment may vary from year to year, LdVCS reviews its enrollment annually and forms an ELAC in any year in which the school enrolls 21 or more English Learners. When formed, the ELAC adheres to the following statutory provisions:

- **Committee Composition**: Parents or guardians of English Learners constitute at least the same percentage of ELAC membership as their children represent of the student body. For example, if 50% of students at the school are English Learners, at least 50% of ELAC membership must be parents or guardians of English Learners.
- **Advisory Responsibilities**: The ELAC advises the Principal and staff on programs and services for English Learners, assists in the development of the schoolwide needs assessment, and supports efforts to make parents aware of the importance of regular school attendance.

Because LdVCS uses its LCAP process in lieu of a traditional School Site Council under Education Code Section 64001(j), the ELAC works within the Charter School's governance structure to advise on English Learner programs and services, provide input on the needs assessment,

support development of English Learner components within the LCAP, and advocate for English Learner student needs.

ELAC members receive training and materials to assist them in carrying out their advisory responsibilities. Training is planned in full consultation with committee members, and funds from appropriate resources may be used to cover training costs.

SELPA Consultation

LdVCS maintains ongoing consultation with its SELPA to ensure that LCAP development and implementation appropriately address the needs of students with disabilities.

Title I Compliance

As a Title I charter school, LdVCS implements engagement processes that satisfy both federal Title I requirements and California's LCAP mandates. This dual compliance framework ensures that LCAP consultation aligns with and supports the school's Title I Parent and Family Engagement Policy; that input gathered through the PAC, the ELAC as applicable, and SELPA consultation informs both LCAP development and Title I program planning; and that consultation addresses the needs of all student groups, including unduplicated pupils and students with disabilities.

Ongoing Commitment to Educational Partner Engagement

The Charter School's consultation process reflects an ongoing commitment to collaborative decision-making and community-centered planning. Through systematic engagement with the PAC, the ELAC as applicable, and SELPA partners, LdVCS ensures that the LCAP reflects the authentic needs, priorities, and aspirations of the entire school community while maintaining compliance with all applicable state and federal requirements. This framework supports the Charter School's mission to provide a high-quality, equitable, health sciences-focused education for all students while fostering meaningful partnerships with families and the broader community.

Element 5: Employee Qualifications

Governing Law: "The qualifications to be met by individuals to be employed by the charter school." Education Code § 47605(c)(5)(E).

Assurances

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

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

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

General Employment Provisions

ESSA and Credentialing Requirements

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

Employee Qualifications

LdVCS recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities to uphold the instructional philosophy outlined in its vision statement. LdVCS shall have the sole responsibility

and authority to determine staffing levels and to select, evaluate, assign, and discipline personnel.

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

- Commitment to the goals of LdVCS;
- 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.

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

Qualifications for Dean of Students/Admin Designee

Under the general supervision of the Executive Director, the Dean of Students/Admin Designee supports the daily operation of the school and provides leadership in student attendance, behavior, student support programs, and schoolwide logistics. The Dean of Students/Admin Designee works collaboratively with students, families, teachers, staff, and school leadership to promote a safe, positive, and productive learning environment. Essential job duties include, but are not limited to:

- Support daily school logistics, including schedules, supervision, student movement, school activities, and operational needs.
- Monitor daily student attendance, tardies, early dismissals, and attendance concerns.
- Follow up with families regarding attendance issues and support compliance with attendance requirements.
- Monitor and address student behavior and discipline in accordance with school policies and procedures.
- Investigate behavior incidents, document referrals, assign appropriate consequences, and communicate with families and staff.
- Support restorative practices, conflict resolution, and positive behavior interventions.
- Serve as a resource to teachers and staff regarding classroom management, student behavior, and discipline procedures.
- Coordinate and monitor English Language Development (ELD) services and student progress in collaboration with teachers and school leadership.

- Monitor identification, placement, progress, and documentation for English Learners in accordance with applicable requirements.
- Coordinate Gifted and Talented Education (GATE) identification, services, records, and student support.
- Coordinate Student Study Team (SST) meetings, including referrals, scheduling, documentation, intervention planning, and follow-up.
- Support the implementation and monitoring of Section 504 plans and ensure accommodations are communicated and implemented appropriately.
- Coordinate schoolwide state testing logistics, including testing schedules, materials, room assignments, student accommodations, staff assignments, and required documentation.
- Support compliance with state testing requirements and serve as a liaison between school staff, students, families, and testing personnel.
- Maintain accurate student records, documentation, and reports related to attendance, behavior, ELD, GATE, SST, 504, and state testing.
- Communicate effectively and professionally with students, families, teachers, staff, and other school constituents.
- Support the Executive Director with schoolwide initiatives, student services, and administrative responsibilities.
- Respond to student and family concerns and assist with problem-solving and conflict resolution.
- Maintain confidentiality and exercise sound judgment when handling sensitive student and family information.
- Perform other duties and responsibilities as assigned by the Executive Director.

Job qualifications include, but are not limited to successful experience in school administration, student services, teaching, counseling, or a related educational field; strong organizational, communication, and problem-solving skills; ability to manage multiple priorities in a fast-paced school environment; knowledge of student attendance, behavior management, ELD, GATE, SST, Section 504, and state testing requirements; and ability to work collaboratively with students, families, teachers, and staff. Administrative or supervisory experience is preferred. Experience working with a diverse student population is preferred. Bilingual (English/Spanish) candidates preferred.

Qualifications for the Executive Director

The Executive Director of LdVCS shall be an educational leader who demonstrates leadership capacity by modeling core values and motivating all LdVCS educational partners to give their best to fulfill the Charter School's mission and vision. Educational leaders set the tone for their school. They visit classrooms to observe teaching methods, review instructional objectives, and examine learning materials. They work collaboratively with teachers to develop and maintain high curriculum standards and are responsible for setting performance goals and objectives. Educational leaders encourage parents to actively participate in contributing to their child's education, demonstrated through volunteering in classrooms, participating in school events,

tutoring, and serving in the shared decision-making process. The Executive Director who leads with purpose and integrity promotes a culture of innovation, collaboration and success.

The responsibilities of the Executive 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 the LdVCS mission and curricular focus.
- Promote collaborative decision-making and address the strengths of the Charter School community.
- Provide leadership to teachers and staff in determining objectives and identifying school needs as the basis for developing long- and short-range plans aligned with the LdVCS 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 LdVCS l Board of Trustees meetings.
- Develop LdVCS 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 LdVCS Board of Trustees.
- Report all possible litigation to the LdVCS Board of Trustees.
- Communicate with the 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 LdVCS.
- Provide timely performance evaluations of all LdVCS employees and report all potential employee disciplinary actions to the L Board of Trustees (employees who are also Board of Trustees members shall be excluded from these discussions).
- Pursue partnerships, donations, and grant opportunities for LdVCS.
- Approve all purchase orders, pay warrants and requisitions, and, upon approval, forward on for processing.
- Participate in the dispute-resolution process.
- 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 LdVCS Board of Trustees.
- Establish procedures designed to carry out Board of Trustees policies.

- Plan and coordinate all activities related to enrollment.
- Maintain contact with the District; attend as necessary the District Board of Education meetings as the Charter School representative; attend as necessary the District Administrative meetings.
- Participate in and oversee Categorical Program Monitoring (CPM).

Qualifications for General Education Teachers

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

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

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

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

LdVCS advertises for teachers 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 to manage interview and screening procedures. This committee may determine additional processes to evaluate prospective employees to include but not be limited to a review of a candidate's portfolio, video-taped demonstrations of performance, and/or other evidence of good teaching practices as defined in the Charter School's Teacher Evaluation Process. In the event no qualified

candidate is selected, the position will be reposted and a more extensive search for qualified candidates will be conducted.

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

- Physical Education Instructors
- Impact/Intervention Teacher and/or Reading/English Learner/ 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 LdVCS.

Qualifications for Physical Education Instructors

To promote positive physical health habits for students, LdVCS has daily physical education classes for students. Qualifications include, but are not limited to the following: hold a CA Single Subject teaching credential with a specialty in Physical Education or a Multiple Subject teaching credential with a supplemental authorization in Physical Education; experience developing a caring instructional environment where some time is dedicated to community building and conflict resolution; and experience organizing and managing a student-centered learning environment that includes age-appropriate, responsive classroom management practices.

Qualifications for Foreign Language Program Teacher

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

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

As the budget allows, LDVCS may hire an Impact/Intervention Teacher and/or Reading/English Learner and Assessment Specialist. This teacher must meet all California credentialing requirements as they apply to charter schools and hold English Learner Authorization. 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 ELD strategies. Additionally, candidates must have experience in teaching diverse populations of students at varying levels of English proficiency; possess the ability and proven experience in using assessment and data to monitor and plan for instruction; and a demonstrate a proven ability in working positively and collaboratively with students, teachers, staff and community.

Qualifications for Music, Art, and/or Drama Instructors

As the budget allows, LdVCS may hire Music, Art, and/or Drama Instructors. These teachers must meet all California credentialing requirements as they apply to charter schools and hold English Learner Authorization. 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 Instructional Aides/Paraprofessionals

As its budget allows, LdVCS may hire Instructional Aides for General Education and/or Paraprofessionals for Special Education. Candidates must demonstrate evidence of strong communication skills. 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 Office Manager

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

- Recording and monitoring daily student attendance, independent study contracts, medication administration, and health office visits.
- Registering students, volunteers, visitors, and substitute employees.
- Maintaining emergency cards and other health information.
- Administering of first aid, medication, and specialized health care procedures, including CPR.

- Maintaining site attendance documentation for state audit.
- Typing communication letters, email, form memos, newsletters, calendars, and teacher and staff evaluations.
- Transcribing dictation and meeting notes.
- Composing communication, i.e., letters, memos, bulletins, and fliers to LdVCS community.
- Ordering classroom materials and office and custodial supplies.
- Recording time cards, absence records, zone transfers, immunizations, and other information.
- Processing information and records, i.e., student information, budget, and projections of student enrollment.
- Scheduling use of facilities, meetings, and the Executive 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 Operations Manager

Under the general supervision of the Executive Director, the Operations Manager performs a variety of administrative, operational, financial, and clerical duties supporting the effective day-to-day operation of the school. Essential job duties include, but are not limited to:

- Manage daily school operations, facilities, safety, cleanliness, supplies, and equipment.
- Maintain student attendance, enrollment, health, emergency, behavior, and compliance records.
- Manage employee personnel files, credentials, timekeeping, leave records, and payroll documentation.
- Maintain substitute teacher absence logs and verify required documentation for payroll processing.
- Manage purchasing and inventory of classroom, office, custodial, and operational supplies.
- Prepare purchase requisitions and ensure all purchases receive Executive Director approval before processing.

- Maintain invoices, receipts, packing lists, purchase orders, and other supporting financial documentation.
- Verify goods and services are received and reconcile invoices for missing or incomplete items before payment processing.
- Maintain contract files, including bids, justifications, W-9s, licenses, insurance, and other required documentation for contract service providers.
- Obtain competitive bids when required and ensure contracts and modifications are approved in writing by the Executive Director.
- Process approved invoices and recurring expenses and submit documentation to the school's designated business office in a timely manner.
- Receive and forward bank statements and maintain appropriate financial records and internal controls.
- Maintain records of purchased assets, receipts, and related documentation.
- Support payroll processing by reviewing timesheets, overtime, leave, stipends, and substitute documentation and submitting required reports to the business office.
- Coordinate with the Executive Director and designated business office regarding payroll, purchasing, contracts, accounts payable, and financial documentation.
- Prepare school communications, reports, calendars, correspondence, and other administrative materials.
- Communicate professionally and effectively with students, families, staff, vendors, contractors, and other school constituents.
- Maintain confidentiality and exercise sound judgment when handling student, employee, health, financial, and contractual information.

Job qualifications include, but are not limited to successful administrative, office management, operations, or school experience; strong organizational and communication skills; proficiency with Microsoft Office, Word, and Excel; ability to manage multiple priorities and maintain accurate records; and knowledge of purchasing, payroll, contracts, and financial procedures. A minimum of an Associate's Degree from an accredited college is required. Charter school and diverse student population experience preferred. CPR and First Aid certification required.

Qualifications for Special Education Director

Under the general supervision of the Executive Director, the Special Education Director provides leadership, oversight, and coordination of the school's special education programs and services. The Special Education Director ensures compliance with federal, state, and SELPA requirements and supports the delivery of appropriate services to students with disabilities. Essential job duties include, but are not limited to:

- Ensure students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
- Oversee the development, implementation, and monitoring of Individualized Education Programs (IEPs), including goals, accommodations, services, and placement.

- Monitor IEP timelines, service delivery, student progress, and compliance with annual and triennial requirements.
- Review IEPs, assessments, and special education records for legal compliance and educational appropriateness.
- Coordinate initial evaluations, triennial assessments, eligibility determinations, and educational planning.
- Ensure compliance with IDEA, California Education Code, CDE regulations, SELPA requirements, Section 504, Child Find, procedural safeguards, and other applicable requirements.
- Maintain compliance calendars, tracking systems, special education records, and documentation for audits and state monitoring.
- Monitor special education data, enrollment, census, CALPADS reporting, and SELPA reporting requirements.
- Serve as the school liaison with the SELPA, CDE, outside agencies, service providers, and other educational partners.
- Develop, implement, and evaluate special education programs, procedures, forms, and service delivery models.
- Supervise, support, coach, and evaluate special education staff and related service providers, including education specialists, psychologists, BCBA, speech-language providers, instructional assistants, counselors, and other personnel.
- Monitor staff caseloads, workload distribution, service schedules, and implementation of IEP services.
- Provide professional development and training related to special education practices, compliance requirements, procedural safeguards, and legal updates.
- Develop and oversee Student Study Team (SST) procedures and coordinate intervention planning through MTSS and SST processes.
- Monitor the effectiveness of academic, behavioral, and social-emotional interventions and determine when special education assessment may be warranted.
- Coordinate services provided by non-public agencies, outside therapists, and other contracted providers, including Individual Service Agreements (ISAs) as required.
- Serve as the primary administrator for parent concerns and complaints related to special education.
- Facilitate communication, problem-solving, mediation, and resolution of disagreements with families and staff.
- Identify potential compliance concerns and implement corrective actions to reduce compliance risk and prevent disputes.
- Coordinate resolution meetings and collaborate with the SELPA and legal counsel when appropriate.
- Monitor service delivery, service logs, missed services, compensatory services, and provider documentation.
- Ensure IEP accommodations, modifications, supports, and related services are implemented consistently.
- Monitor changes in federal and state special education laws and provide staff guidance and training regarding applicable requirements.

- Establish procedures for identifying eligible behavioral health services, documentation, billing, and reimbursement.
- Prepare required documentation and reports for audits, compliance reviews, SELPA, CDE, and other regulatory agencies.
- Maintain positive, professional, and collaborative relationships with students, families, staff, service providers, and community partners.
- Perform other duties and responsibilities as assigned by the Executive Director.

Job qualifications include, but are not limited to a valid California special education credential and appropriate administrative or supervisory experience; successful experience in special education program management; comprehensive knowledge of IDEA, California Education Code, CDE regulations, SELPA requirements, Section 504, IEP development and implementation, assessment and eligibility, and special education compliance; strong leadership, communication, organizational, and problem-solving skills; and the ability to work collaboratively with students, families, staff, and outside agencies. Experience supervising special education and related service personnel, conducting compliance reviews, managing IEP processes, and coordinating with SELPA and outside providers is preferred.

Element 6: Health & Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3l. Education Code Section 47605(c)(5)(F)

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

Many of these policies are incorporated into the Charter School's Parent/Student Handbook and Employee Handbooks and are reviewed on an ongoing basis by the Executive Director and Board of Trustees. The Charter School shall ensure that staff are trained annually on all health and safety policies.

The following is a summary of the health and safety policies of the Charter School (not intended to be a comprehensive list):

Procedures for Background Checks

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

Mandated Child Abuse Reporters

LdVCS employees, Board members, and certain volunteers are mandated child abuse and neglect reporters and shall follow all applicable reporting laws. Employees, certain volunteers,

and board members of a contractor whose duties require contact with or supervision of students are also mandated reporters. LdVCS shall annually provide mandated reporter training to all persons working on the Charter School's behalf who are mandated reporters in accordance with applicable law.

Tuberculosis Testing

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

Immunizations

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

Medication in School

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

Emergency Epinephrine Delivery Systems

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

Vision, Hearing, and Scoliosis

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

Suicide Prevention Policy

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

Emergency Preparedness

LdVCS shall adhere to the Comprehensive School Safety Plan written specifically to address the needs of the school site in conjunction with law enforcement and the Fire Marshal. This Plan shall cover all applicable safety topics in Education Code Section 32282(a), which includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Monthly emergency drills are performed on an announced as well as unannounced schedule. Staff receives training in emergency response, including appropriate "first responder" training or its equivalent. This Plan shall be reviewed and updated annually by March 1.

Blood Borne Pathogens

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

Drug Free, Alcohol Free, Smoke Free Environment

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

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by

federal, state, local law, ordinance or regulation. LdVCS has developed comprehensive policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in accordance with the Charter School's anti-discrimination and harassment policies. For ease of access, the policy and procedure are referenced in both the Employee Handbook and the Parent/Student Handbook.

School Meals

The Charter School provides a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge free of charge during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirement of Labor Code Section 6401.9.

Gun Safety Notice

The Charter School shall annually distribute a notice to the parents/guardians of each student addressing California's child access prevention laws and laws relating to the safe storage of firearms utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School does not provide transportation to/from school unless required by law.

The Charter School shall comply with the applicable requirements of Education Code Section 39875 *et seq.* for all drivers providing school-related student transportation for compensation.

If the Charter School provides transportation to or from a school or school activity in a school bus, the Charter School shall comply with Education Code Section 39381.3 and adopt a transportation safety plan.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Immigration Enforcement at Public Schools

The Charter School shall comply with Education Code Section 234.7 by adopting and updating its policies limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents, regardless of immigration status. The Charter School shall provide and publish all required notices and information.

Element 7: Means to Achieve a Demographic Balance of Students

Governing Law: "The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Education Code § 47605(c)(5)(G).

LdVCS is situated in the community it serves to help achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, that is reflective of the general population residing within the territorial jurisdiction of the District.

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

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

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

members attend each event who is knowledgeable about our English Learner and special education programs, and bilingual staff members who can provide Spanish translation.

- Publish up-to-date website dedicated to informing the public about the Charter School and our various programs and services, including services for student with disabilities. Our entire website can be translated into Spanish.
- Maintain an accurate accounting of the demographic balance of students enrolled in the school.

Element 8: Admission Policies and Procedures

Governing Law: "Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Education Code § 47605(c)(5)(H).

Admissions Process

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

Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

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

Non-Discrimination

LdVCS shall be nonsectarian in its programs, admission policies, and all other operations and shall not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law,

prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. LdVCS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this charter.

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

Random Public Drawing

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

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

1. Children of Charter School employees (not to exceed 10% of total school enrollment);
2. Siblings of existing students;
3. 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;
4. Students who reside in the District.

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

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

The lottery will take place on the 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.

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

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

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

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

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

- Completion of Student Enrollment Form
- Proof of Immunization
- Home Language Survey
- Housing Questionnaire
- Completion of Emergency Medical Information Form

9: Suspension & Expulsion Procedures

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. " Education Code § 47605(c)(5)(I).

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

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

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

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

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

Students facing punishment for their actions at school have a right to due process before they are disciplined, suspended, or expelled, as outlined below. The administration and staff will comply with procedures for notices and appeals. This process must be fair and must clearly show what the students have done wrong and what the punishment will be. Charter School

officials shall make a reasonable effort to meet with the parent/guardian to discuss the causes and duration of the punishment and any other pertinent matters.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education 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 general education students except when federal and state law mandates additional or different procedures.

LDVCS will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990 and all applicable federal and state laws, including, but not limited to, the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities; or for whom the Charter School has a basis of knowledge of a suspected disability; or who is otherwise qualified for such services; or protections in accordance with due process to such students.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
    a) Caused, attempted to cause, or threatened to cause physical injury to another person
    b) Willfully used force or violence upon the person of another, except self-defense.
    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

    1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.

p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment., as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in grades TK- 3.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence., as defined in subdivision (e) of Section 233 of the Education Code. This section shall not apply to students enrolled in grades TK- 3.

t) intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. This section shall not apply to students enrolled in grades TK-3.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

(1) Placing a reasonable (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

(2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

(3) Causing a reasonable student to experience substantial interference with his or her academic performance.

(4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(1) A message, text, sound, video, or image.

(2) A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii) An act of cyber sexual bullying.

(1) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

iv) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

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

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

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committed or attempted to commit a sexual assault or committed a sexual battery, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

   e) Possessed an explosive.

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

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property, academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in grades TK-3.

h) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall not apply to students enrolled in grades TK- 3.

i) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall not apply to students enrolled in grades TK-3.

j) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        (1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        (2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

        (3) Causing a reasonable student to experience substantial interference with his or her academic performance.

        (4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    ii) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        (1) A message, text, sound, video, or image.

        (2) A post on a social network Internet Web site including, but not limited to:

(a) A Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii) An act of cyber sexual bullying.
(1) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(2) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it

has been transmitted on the Internet or is currently posted on the Internet.

k) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

4) Non-Discretionary Expellable Offenses. Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

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

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

e) Possessed an explosive.

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or

receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

Suspension Procedure

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and, whenever practicable, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I)(i).

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

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

2. Notices to Parents/Guardians

At the time of the suspension, the Executive Director or the designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the date of return following suspension, and the specific offense committed by the student. If the Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the

suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

This determination will be made by the Executive 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.

4. Homework During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

A student may be expelled by an Administrative Panel, to be assigned by the chairperson as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a member of the Board. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

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

The expulsion hearing will be presided over by a chair of the Administrative Panel. The hearing shall be held in a closed setting (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. LdVCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel for the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
3. LdVCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
4. At the discretion of the Administrative Panel, 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours they are 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 Administrative Panel from removing a support person whom the presiding person entity finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
8. If one or both of the support persons is also a witness, LdVCS must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel 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 chair shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe 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 their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or

contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision 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, except that sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel 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 in a public setting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, 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. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the pupil shall be immediately returned to their educational program.

Written Notice to Expel

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

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

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

This notice shall include the following:

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

Disciplinary Records

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

No Right to Appeal

The pupil shall have no right of appeal from expulsion from LdVCS as the Administrative Panel's decision to expel shall be final.

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to LdVCS for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or school shall be in the sole discretion of the Executive Director following a meeting with the pupil and parent/guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall then make a final decision regarding readmission. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission.

Involuntary Removal

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to request a hearing conducted by a neutral officer. If a hearing is requested, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

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

1. Notification of the SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

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

4. Due Process Appeals

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

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

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Element 10: Retirement Coverage

Governing Law: "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." Education Code § 47605 (c)(5)(J).

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

All certificated employees at LdVCS 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 LdVCS will participate in the Public Employees Retirement System (PERS). They will retain all previous vested rights in PERS.

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

Element 11: Public School Attendance Alternatives

Governing Law: "The public school attendance alternatives for students residing within the district who choose not to attend charter schools." Education Code § 47605(c)(5)(K).

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

Element 12: Employee Return Rights

Governing Law: "The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Education Code § 47605(c)(5)(L).

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

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

Element 13: Dispute Resolution Procedures

Governing Law: "The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." Education Code § 47605(c)(5)(M).

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

Disputes between Leonardo da Vinci Charter and Chula Vista Elementary School District

LdVCS and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

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

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

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

The costs of the mediation shall be split equally between the District and the Charter School. Outcomes of mediation can be binding if both parties agree. If mediation does not occur or does not resolve the dispute within sixty (60) days of receipt of the complaining party's notice

of dispute, either party may pursue any other remedy available under the law. Both parties agree they will not make public comments during this process. All timelines and procedures in this section may be revised upon mutual written agreement of the District and LdVCS.

Internal Disputes Within Leonardo da Vinci Health Sciences Charter School

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

Element 14: School Closure Procedures

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

The following procedures shall apply in the event LdVCS closes. The following procedures apply regardless of the reason for closure.

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

Notification

The Charter School will promptly notify parents and students of LdVCS, the District, the San Diego County Office of Education, the participating SELPA, the applicable retirement systems, and the California Department of Education of the closure and the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

Management of Student Records

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

As applicable, the 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 Charter School will ask the District to store original records of Charter School students. If the District will not or cannot store the original records, the Charter School will find a suitable alternative. All records including, but not limited

to state assessment results, special education records and personnel records as required, shall be transferred to the District (or other suitable alternative) upon closure of the Charter School.

Financial Records, Final Reports and Distribution of Assets

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

The Charter School shall complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon closure of LdVCS, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Leonardo da Vinci Health Sciences Charter School. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. Any grant funds and restricted categorical funds will be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Any donated materials and property will be returned in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As Leonardo da Vinci Health Sciences Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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

Miscellaneous Charter Provisions

A. Budget and Financial Reporting

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

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

- 5-year Budget overview
- Financial projections and cash flow for the next three years of operation

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

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

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, by July 31, a copy of the Charter School's annual, independent financial and compliance audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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

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

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its respective financial records and contracts, from the District, the County Superintendent of Schools, or from the State Superintendent and shall consult with the District, the County Superintendent of Schools, or the State Superintendent regarding any inquiries.

B. Administrative Services

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

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

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

The Charter School currently contracts with ExEd for Human Resources management to include payroll processing, personnel processing, and technical assistance and training of office staff. ExEd, with offices in Los Angeles and San Diego, is a nonprofit corporation dedicated to providing human resource, funding and reporting, and accounting and finance support to charter schools.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an agreement between the Charter School and the District and subject to District availability and willingness to provide such services.

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the

terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

C. Facilities

Governing Law: "The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(h).

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

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

Classrooms and non-teaching spaces include Kellogg room numbers 900, 901, 902, 903,904, 905, 906, 907, 908, 909, 910, 911, 801, 802, 803, 804, 805, 806, and 702. This arrangement consists of fourteen teaching spaces and three non-teaching spaces for administrative use. Other areas of shared use are eating areas/lunch shelter, cafeteria and kitchen, multipurpose room/auditorium, playground and grass field, parking lot, and the library.

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

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

D. Insurance

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

E. Potential Civil Liability Effects

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

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

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

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents and employees.

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

F. Attendance Accounting

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

G. Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute

resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

H. Annual Financial and Compliance Audit

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

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

The Executive Director, Operations Manager and back-office services provider will work with the auditor to provide the information they need to conduct a thorough audit. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by January 31 each year. The Executive Director and the Audit Committee will review the results of the audit, identify any audit exceptions or deficiencies, report them to the Board and provide recommendations to the Board regarding how to resolve the exceptions and deficiencies.

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

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

Appendix A: Articles of Incorporation

Appendix B: Board Bylaws

Appendix C: Board Resumes

Appendix D: 2026-27 LCAP

Appendix E: Budgets and Financial Reporting

Appendix F: Fiscal Policies and Procedures

Appendix G: Conflict of Interest Code/Policy

Appendix H: English Learner Master Plan & Reclassification Policy

Appendix I: i-Ready Reports

Appendix J: Board Resolution Authorizing Submission of Charter Petition