

Leonardo da Vinci  
Health Sciences Charter School  
-Advanced Skills for a World of New Ideas-



# LEONARDO DA VINCI HEALTH SCIENCES CHARTER SCHOOL PROGRESS REPORT

229 East Naples Avenue  
Chula Vista, California 91911

March 16, 2018

Accrediting Commission for Schools  
Western Association of Schools and Colleges

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## **I: Student/Community Profile Data**

Leonardo da Vinci Health Sciences Charter School (LdVCS) is an independent direct-funded charter school that opened in southern California during the 2009-2010 school year and has a health and science focus. In the 2017-2018 school year, LdVCS draws students from over 25 different schools within the county, and approximately 41% of our students are English Learners, 49% have qualified for free and reduced lunch, and 7% are receiving special education services. LdVCS serves grades K-6, enrolling, 327 students in 2015-2016, 314 students in the 2016-17 school year, and currently we have 297 students. LdVCS leased space from and was situated on the campus of Mater Dei Catholic High School in Chula Vista for its first three years and moved from the east side of the city to the west side of the city six miles away to its present location in August 2012. LdVCS recently signed a two-year memorandum of understanding with our authorizer the Chula Vista Elementary School District outlining specifics regarding the campus, classrooms, and the shared space we use. Leonardo da Vinci Health Sciences Charter School is a beautiful campus cohabitated with Kellogg Elementary School on the corner of Melrose Avenue and Naples Street. This shared existence is an intricate planning and scheduling progressive duty that requires concise communication, respectful and honest dialogue between the two administrators and care and respect for each member of the working community.

During an administrative and teacher transition period beginning in the 2016-2017 school year, a new Director was hired and began working in July of 2016. The goal was to keep the educational progress moving towards a positive learning environment and culture. In less than one month, nine new staff members were in place and we were able to begin the year and prepare for students coming through the door. Currently, we are continuing the great work towards creating a caring school culture continuing to foster students who are good stewards of others feelings. We continue to educate our students developmentally with the Habits of Mind. Our entire assembly line up is centered on reminding students about their responsibility to others around them. We were also fortunate that our community remained strong and supported the school in many different ways. In the 2017-2018 school year, LdVCS returned approximately ninety percent of our staff. We are a committed group of educators who truly collaborate for the success of our community. Teachers have unselfishly given instructional minutes to our response to intervention program allowing students to receive leveled instruction in a small group setting.

A strong and supportive parent group continues to organize, plan and implement a variety of exciting events aimed at keeping community connections at the forefront. One example was the all school picnic in August just before the school year began. This event was an opportunity for the community to meet the new educators for the school year, including the new director, and see who would be responsible for educating the students. As a mix of new staff members and some remaining veteran staff, we began the process of educating students, positive forward progress and a dedication to taking better care of our students, parents, and community member.

The event began with the director introducing all of the new faculty members, a welcome to a new school year, vendors who assist the school such as Olivewood Gardens and Learning Center, the YMCA who are responsible for care of our student's afterschool from 3pm through 5pm, and approximately 150 parents, community members, and board members were in attendance. It was a good start to a very trying summer.

## **Mission**









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

## **Vision**








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

## **Schoolwide Learner Outcomes**

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

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

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

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

## Enrollment

In the first year of operation, LdVCS opened seven classrooms. We added four classrooms during the second year for a total of 11 classrooms, and added one more classroom during our fourth year. We currently have 14 classrooms, with plans to add one classroom each of the next two years.

Although our enrollment has a steady increase, we have experienced a high turnover from year to year, losing half of our students with the move to our current facility, so that only 11 of our current students have attended since we opened (out of the possible 96 fourth, fifth, and sixth graders, or 11%).

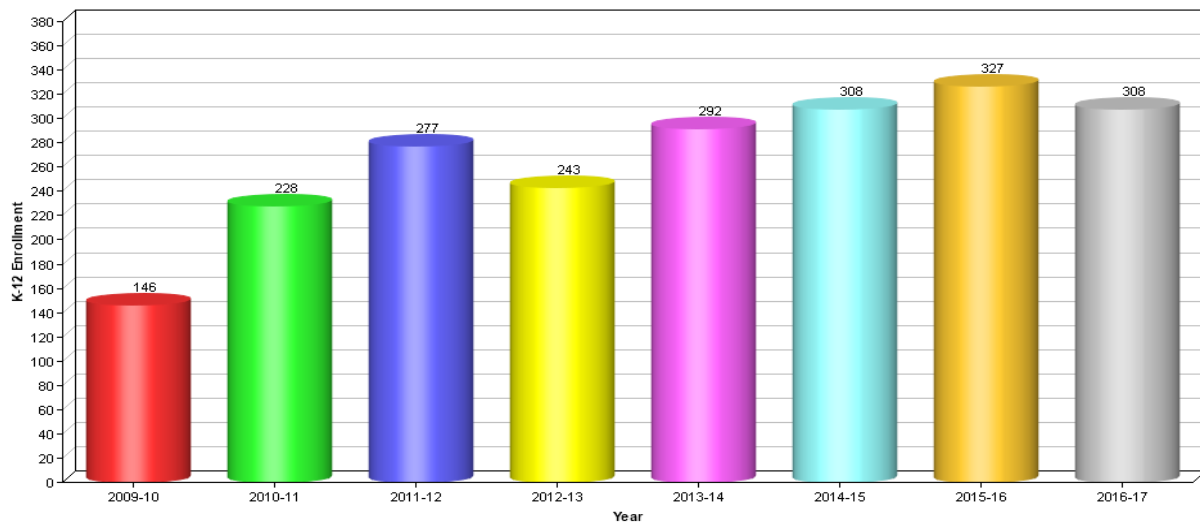
LdVCS students are primarily Latino, comprising 88% of our student population, which is greater than the zip code in which we reside (70%), the Chula Vista Elementary School District (CVESD) (68%), and the city of Chula Vista (58%). In the 2016-17 school year, we began in August with an enrollment of 295 students. We are currently serving 297 students as of January 17, 2018.

RACIAL/ETHNIC DEMOGRAPHICS: TOTAL NUMBERS								
	AFRIC-AM	ASIAN	FILIPINO	HISPANIC	PACIFIC ISL	WHITE	AM. IND	2+ RACES
2014-15	8	2	4	261	1	28	1	3
2015-16	4	1	1	289	1	25	0	6
2016-17	6	0	1	268	2	21	0	4
2017-18	4	1	11	248	4	19	2	7

SOCIO-ECON. DISADVANTAGED		
School Year	TOTAL #	TOTAL %
2014-15	N/A	N/A
2015-16	175	54%
2016-17	132	43%
2017-18	148	49%

STUDENTS WITH DISABILITIES		
School Year	TOTAL #	TOTAL %
2013-14	15	6%
2014-15	12	4%
2015-16	13	5%
2016-17	24	8%
2017-18	23	7%

ENGLISH LANGUAGE LEARNERS		
School Year	TOTAL #	TOTAL %
2013-14	106	34%
2014-15	126	40%
2015-16	125	38%
2016-17	130	42%
2017-18	123	41%



<b>2015 CAASPP ELA SCHOOLWIDE RESULTS</b>				
	<b>% NOT MET</b>	<b>% NEARLY MET</b>	<b>% MET</b>	<b>% EXCEEDED</b>
<b>SCHOOLWIDE</b>	<b>42%</b>	<b>28%</b>	<b>21%</b>	<b>9%</b>
<b>HISPANIC</b>	<b>43%</b>	<b>22%</b>	<b>20%</b>	<b>14%</b>
<b>ELL</b>	<b>66%</b>	<b>25%</b>	<b>8%</b>	<b>2%</b>
<b>SOC. ECON DISADV.</b>	<b>46%</b>	<b>31%</b>	<b>19%</b>	<b>4%</b>

<b>2016 CAASPP ELA SCHOOLWIDE RESULTS</b>				
	<b>% NOT MET</b>	<b>% NEARLY MET</b>	<b>% MET</b>	<b>% EXCEEDED</b>
<b>SCHOOLWIDE</b>	<b>34%</b>	<b>27%</b>	<b>27%</b>	<b>12%</b>
<b>HISPANIC</b>	<b>24%</b>	<b>26%</b>	<b>31%</b>	<b>19%</b>
<b>ELL</b>	<b>66%</b>	<b>24%</b>	<b>8%</b>	<b>2%</b>
<b>SOC. ECON DISADV.</b>	<b>46%</b>	<b>28%</b>	<b>20%</b>	<b>6%</b>

<b>2017 CAASPP ELA SCHOOLWIDE RESULTS</b>				
	<b>% NOT MET</b>	<b>% NEARLY MET</b>	<b>% MET</b>	<b>% EXCEEDED</b>
<b>SCHOOLWIDE</b>	<b>35%</b>	<b>24%</b>	<b>28%</b>	<b>12%</b>
<b>HISPANIC</b>	<b>33%</b>	<b>27%</b>	<b>29%</b>	<b>10%</b>
<b>ELL</b>	<b>60%</b>	<b>20%</b>	<b>18%</b>	<b>1%</b>
<b>SOC. ECON DISADV.</b>	<b>46%</b>	<b>25%</b>	<b>23%</b>	<b>6%</b>

### **Comparison of CAASPP results for ELA (2015-2017)**

#### **Area of strength:**

- Overall increase of 11% in student who met or exceeded expectations
- 16% increase for students in grade 6
- 15% increase for students in grade 3
- 8% increase for students in grade 4
- Strong emphasis in reading instruction
- Effective reading programs and use of Words Their Way
- Steady increase in 3<sup>rd</sup> -6<sup>th</sup> grades in ELA
- Consistency of programs and instruction
- ELD professional development with Dr. Jill Kerper Mora

**Areas of Improvement:**

- 60% of students in this matched cohort have not met or exceeded expectations in ELA
- 70% of 3<sup>rd</sup> grade students did not meet or exceed expectations in ELA in 2015
- 64% of 4<sup>th</sup> grade students have not met or exceeded expectations in ELA in 2015
- 59% of 5<sup>th</sup> grade students have not met or exceeded expectations in ELA in 2015
- 47% of 6<sup>th</sup> grade students have not met or exceeded expectations in ELA in 2015
- Response to Intervention Plan (RtI)

<b>2015 CAASPP MATH SCHOOLWIDE RESULTS</b>				
	<b>% NOT MET</b>	<b>% NEARLY MET</b>	<b>% MET</b>	<b>% EXCEEDED</b>
<b>SCHOOLWIDE</b>	<b>45%</b>	<b>33%</b>	<b>15%</b>	<b>6%</b>
<b>HISPANIC</b>	<b>35%</b>	<b>33%</b>	<b>20%</b>	<b>12%</b>
<b>ELL</b>	<b>59%</b>	<b>28%</b>	<b>13%</b>	<b>0%</b>
<b>SOC. ECON DISADV.</b>	<b>55%</b>	<b>32%</b>	<b>11%</b>	<b>2%</b>

<b>2016 CAASPP MATH SCHOOLWIDE RESULTS</b>				
	<b>% NOT MET</b>	<b>% NEARLY MET</b>	<b>% MET</b>	<b>% EXCEEDED</b>
<b>SCHOOLWIDE</b>	<b>38%</b>	<b>36%</b>	<b>18%</b>	<b>8%</b>
<b>HISPANIC</b>	<b>27%</b>	<b>40%</b>	<b>19%</b>	<b>14%</b>
<b>ELL</b>	<b>60%</b>	<b>32%</b>	<b>8%</b>	<b>0%</b>
<b>SOC. ECON DISADV.</b>	<b>49%</b>	<b>33%</b>	<b>17%</b>	<b>1%</b>

<b>2017 CAASPP MATH SCHOOLWIDE RESULTS</b>				
	<b>% NOT MET</b>	<b>% NEARLY MET</b>	<b>% MET</b>	<b>% EXCEEDED</b>
<b>SCHOOLWIDE</b>	<b>34%</b>	<b>36%</b>	<b>18%</b>	<b>11%</b>
<b>HISPANIC</b>	<b>34%</b>	<b>39%</b>	<b>16%</b>	<b>10%</b>
<b>ELL</b>	<b>45%</b>	<b>39%</b>	<b>13%</b>	<b>3%</b>
<b>SOC. ECON DISADV.</b>	<b>43%</b>	<b>42%</b>	<b>11%</b>	<b>3%</b>



## Comparison of CAASPP results for Mathematics (2015-2017)

### Areas of Strength:

- 5% increase in the overall percentage of students meeting or exceeding expectations in Math for 2015
- Grades 4(20%) and 6 (18%) saw noticeable increase in students meeting or exceeding expectations in Math for 2015
- Increases with a brand new Math adoption (Eureka Math)
- Intervention in grades 4-6 focus on mathematics
- After school tutoring
- 30 minute intervention class for 5<sup>th</sup> grade math students

### Areas of concern:

- 74% of our 3<sup>rd</sup>-6<sup>th</sup> grade students have not met or exceeded expectations in Math in 2015
- Consistent mathematics curriculum tied/aligned with the common core strategies
- Effective use of centers in the classroom during math instruction for intervention
- Effective use of supplemental math resources, both technological and hard copy, to address significant mathematics intervention needs
- Vertically aligned (3-6) mathematics instruction and resources
- Effective mathematics professional development
  - Math Transformation (Dr. Andrea Barraugh, UCSD)
  - Eureka Mathematics webinars and website assistance
  - Eureka Mathematics on-site professional development (October)

### California English Language Development Test/ELPAC

CELDT RESULTS					
	BEG	EI	INT	EA	ADV
2013-14	16	24	36	43	12
2014-15	10	27	40	37	16
2015-16	18	26	52	32	2
2016-17	7	4	20	16	12

RECLASSIFICATION RATE		
	TOTAL #	TOTAL %
2013-14	24	8%
2014-15	19	14%
2015-16	14	4%
2016-17	14	11%

ELL WHO ADVANCE AT LEAST 1 PROF. LEVEL		
EL PROGRESS	TOTAL #	TOTAL %
2013-14	40	51%
2014-15	79	53%
2015-16	N/A	N/A
2016-17	81	61%

INITIAL FLUENT ENG PROF.	
	TOTAL #
2013-14	N/A
2014-15	15
2015-16	17
2016-17	16

**ELPAC Areas of concern:**

- New ELPAC requirements
  - Test rigor
  - Teacher professional development
  - ELD Coordinator professional development
    - ELPAC PD @ Marina Village: December 2017
- Saturday workshops for students and parents to teach strategies
  - Parents/Teachers held small group activities to practice each discipline: Reading, Writing, Speaking, Listening
  - Held January 27, 2018 and February 3, 2018: From 9-11 am
  - Small group practice in Speaking, Listening, Reading, and Writing
- High percentages in Speaking/Listening
  - Classroom teachers practice daily Think/Write/Pair Share activities using news ELA
  - Listening and then practicing note taking skills
  - Increase comprehension via writing/note taking skills
  - Writing in complete sentences as an emphasis in daily writing activities
  - Number each paragraph as you write notes to correlate with test taking strategies necessary for success on the CAASPP
- Drops off significantly in the areas of Reading/Writing
  - Practice using CAASPP digital resources:
    - Strike out
    - Highlight
    - Line Reader
    - Line Blocker
    - Enlarge Screen
- Connected to low percentages of students meeting or exceeding ELA expectations
- Students can not access information at their grade level (Comprehension, decoding, phonics)
- Connected to RtI, Instruction, ELD strategies

## II: Significant Changes and Developments

One significant program addition/change of note comes from the response to intervention program organized and delivered last year. We dedicated one and a half hours per week to targeted intervention in small groups. While last year we made the decision to focus solely on English language arts during this time, our data analysis conclusions alerted our staff to a glaring inconsistency in grades 4-6. We noticed that while making strides in ELA on the CAASPP state testing, we also noticed math scores and progress remained stagnant and even dropped off for certain demographics. As a result, the staff chose to focus response to intervention time for grades 4-6 on mathematics achievement and to increase the amount of ELA practice during times outside of the designated response to intervention time. Our RtI program was an initial project worked on by the staff. This program was in the beginning stages of planning between the director and the ELD coordinator. The process began with the ELD coordinator creating a schedule to accommodate one and a half hours of push in intervention services for all students in small groups. The difficulty with this schedule was unpacking an already tight timeline throughout the day to accommodate our RtI team descending upon classrooms, breaking students up into small learning groups, delivering a lesson to them that was planned and developed based on assessment data and also creating small mini-routines inside of a classroom that was beginning to develop whole class routines as well. Specifically dictated by the CAASPP data, we saw a need in fourth, fifth, and sixth grade students needed more mathematics support during the school day. This resulted in a reshaping of our RtI groups to support math enrichment using Excel math resources as well as Eureka math classroom lessons and activities.

In the primary grades, our ELD coordinator and the RtI Team developed and delivered lessons specific to each student using SIPPS. Groups were arranged based on reading levels and Developmental Reading Assessment results. This systematic approach towards response to intervention is all new to our program this year. It is not only used to enhance ELL's comprehend language more effectively; all students regardless of language acquisition use the program to enhance reading ability.

### Other Significant Changes and Developments:

- Concise and respectful communication
- Professional and collegial attitudes between both faculties
- Adherence to the shared activity calendar
- Changes in the pick up/drop off procedures on rainy school days. LdVCS routines for inclement weather pick up after school cause big delays on Melrose Avenue and Naples Street. This is in part due to delays in placing students safely in cars during this end of the day procedure. The process is frustrating to all parties including parents in both schools, teachers who are being soaked by the rain, and students alike.

- The staff implemented a plan to make our parking lot safer. Our plan is to move all of the children and students inside of the gates as opposed to in the parking lot and divide them between three gates on the south end of the main playground. We will then ask parents to park in designated marked parking stalls, walk to a particular gate and physically escort their child safely back to their vehicle. This process will in all accounts end the process of a car pick up area after school. We feel this is a safer alternative to what we presently have in place. This process has been working very effectively.

The changes in student enrollment have been minimal. The current school year reflected 297 students for a majority of the time since school started back in session on August 16, 2017. Since the beginning of the school year, we have lost a few students but then gained another to take their place. In the first year of operation, LdVCS opened seven classrooms. We added four classrooms during the second year for a total of 11 classrooms, and added one more classroom during our fourth year. We currently have 14 classrooms, with plans to add one classroom each of the next two years.

Although our enrollment has seen a steady increase, we have experienced a high turnover from year to year, losing half of our students with the move to our current facility, so that only 11 of our current students have attended since we opened (out of the possible 96 fourth, fifth, and sixth graders, or 11%).

LdVCS students are primarily Latino, comprising 88% of our student population, which is greater than the zip code in which we reside (70%), the Chula Vista Elementary School District (CVESD) (68%), and the city of Chula Vista (58%). In the 2016-17 school year, we began in August with an enrollment of 295 students. We are currently serving 297 students as of January 17, 2018.

During the 2017 WASC visit, the Visiting Committee identified fifteen critical areas for follow-up for LdVCS to focus. The bulleted points are what we are currently working on in order to accomplish our goals. They are included below:

- ✚ Establish a clear systematic process of evaluating and analyzing our school-wide assessment processes and data over time.
  - Illuminate Education Data and Assessment (DnA) has allowed teachers at LdVCS to create authentic data analysis conversations to make decisions on programs, curriculum and project-based learning activities school-wide.

- ✚ Design a school-wide behavior plan to better cultivate a safe and orderly environment.
  - According to the new California School Dashboard, LdVCS was able to decrease student suspensions by 12.5 %
  
- ✚ Effectively differentiate instruction on a school-wide basis, so that we address and meet the needs of all students, including EL and GATE students. Use data to determine involvement of ALL students and at what level they are being challenged.
  - Response to Intervention program allows LdVCS teachers and staff to quickly evaluate and place students into small groups where differentiated ELA/Math activities at the student's level are delivered.
  
- ✚ Provide consistent ongoing professional development.
  - Structured Word Inquiry: Dr. Peter Bowers
  - Illuminate Education: Data and Analysis and Gradebook
  - Eureka Mathematics classroom strategies
  - Staff Meetings outlining a hectic summer with site modernization, classroom dismantling, and short summer work hours.
  
- ✚ Provide the compensation we would like to provide for staff.
- ✚ Engage in research-based decision-making with regard to curriculum used in the classroom.
  - Curriculum/Assessment Committee Meetings held monthly to discuss all curricular ideas/decisions.
- ✚ Ensure that all curriculum is aligned to ESLRs and mission.
- ✚ Develop school-wide academic expectations that align with the CCS with assessments to ensure students are meeting these expectations.
- ✚ Design assessments that reflect ESLRs.
- ✚ Allow for more regular/streamlined opportunities for student reflection that leads to changes for particular students.
- ✚ Use and better integrate technology school-wide.
  - Imagine Learning
  - Imagine Math Facts
  - Illuminate Education Assessments

- ✚ Seek input from parents on curricular decisions.
- ✚ Establish written policies for selection and maintenance of instructional materials.
- ✚ Develop partnerships with community professionals.
  - Olivewood Gardens and Learning Center
  - Grade Level field trips to see a larger garden
  - Healthy cooking classes
- ✚ Collect student work samples that demonstrate thinking, reasoning, and problem solving individually and with groups.
- ✚ Provide annual assessment training to ensure assessments are given correctly and similarly
- ✚ Improve marketing and collect data on the effectiveness the marketing efforts

Administration and staff developed four schoolwide goals and included them into the 2014-2019 Action Plan. Since the last visit, staff and administration have made significant progress in working toward completing each of these goals. As part of the school's regular review on progress made, administration and staff condensed two of the goals into one; namely those focused response to intervention in math and literacy since many of the strategies implemented are aligned and impact both goals. Our school uses certain assessment tools to ensure we are analyzing data to inform our instruction, give students differentiated lessons that fit their learning style and to improve as educators through self-analysis. During the 2017-2018 school year, we initiated interim mathematics assessments developed through the Illuminate data and assessment portal, introduced the Imagine mathematics and English language arts digital resources, the developmental reading analysis, formative and summative assessments, Words Their Way resources and assessments, end of the unit exams, and staff used data from programs such as Reading Plus and SIPPS to analyze student progress. Reading Plus is a self-directed, but teacher monitored, reading program that is differentiated for each student, gives teachers real time data to use in other core subject areas (finding passages at the students reading level to give them access to the subject matter without falling behind) and particularly relevant to their research. Teachers are able to hold students accountable by accessing a user friendly teacher dashboard which allows them to monitor student progress, assign reading tasks, and allows students to track their usage, progress using comprehension benchmarks and accomplishments through "leveling up". Students have verbally reported enjoying using the program and are especially fond of our "level up" announcements held during some mornings. Reading Plus is used most often with student in fourth through sixth grades. Some students in third grade showing the ability to access the curriculum are given access to the program. The students use the program frequently throughout the day.

After school activities have also changed for the 2017-2018 school year. LdVCS now offers two alternative programs for students to participate. A karate class that teaches

students discipline, character, and positivity is held each Thursday afternoon and taught by a trained marshal arts instructor. Our other after school opportunity comes in the form of our art class. Students receive the opportunity to produce using different medium, supplies, and strategies. The class runs concurrent to our trimesters and the classes are always full. While there is a cost associated with the after school activities, our students are receiving great instruction in art and karate for a reasonable rate.

The impact these changes had on our school were measured in a variety of ways. The administration noticed a slight increase in attendance rates, but the numbers do not quite tell the whole story. Our school was hit hard, like many others, with the flu bug. You will notice a significant change in attendance due to illness. The most significant impact is that of our response to intervention program and the teachers who descend upon classrooms daily to give students meaningful and targeted instruction at their level. In observation mode, I can see students engaged, monitor their progress as they level up after completing reading and mathematics goals successfully, and teachers can directly monitor and adjust each individual learning plan.

In the 2017-2018 school year, staff at LdVCS added another layer of intervention for our English Language Learners. Each ELL now has a specific ELA goal to accomplish at the tier 1 classroom level that allows the teacher to monitor progress, assist when needed, and work on specific skills with the student on a daily basis. As students progress through the program, they have the ability to move up and see the progress they have made in on activities in the classroom.



### III: Ongoing School Improvement








#### Follow-up process

The strategy used to complete the follow up process was to meet as a whole staff and discuss the critical areas of need and the priority areas established from the original visit. The director separated the faculty into four focused groups and tasked them with analyzing, editing, and revising our current goals as outlined in the report. Groups met on six different occasions to discuss the changes and add any pertinent information about new aspects of the goal during staff meetings held bi-weekly. At each WASC staff meeting, we reviewed our focus on health sciences and challenged each other to express our progress and plans for consistent improvement as educators. With more new staff members in recent years, it was imperative to discuss the goals, edit if necessary, to reflect the thoughts and opinions of current members of the LdVCS staff.

LdVCS staff also added a weekend series of classes designed to give parents and students an up close and personal strategy session for the new ELPAC requirements. Parents and students were invited to attend small group practice sessions using practice test information around the four main disciplines: Reading, Writing, Listening, and Speaking. The classes were held on campus and taught by LdVCS faculty who were trained to discuss this information with parents and students in our community. With the increased rigor and materials, we felt it was necessary to give our parents and students the necessary strategies for success on the ELPAC test.

The WASC process was also discussed at length during monthly staff meetings. Board members, community members, and staff in attendance received regular updates on progress, changes, and were all given the mid-cycle progress report to review and comment upon.

The director held a series of meetings entitled “Coffee with the Director” where a number of different items were discussed with parents and community members. A list of those topics is described below:

-  Local Control and Accountability Plan (LCAP)
-  Financial documents describing spending in the areas of curriculum, salaries, and equipment.
-  ELPAC Test
-  Community Events
-  Calendar
-  Site Modernization for the summer of 2018
-  English Language Advisory Committee (ELAC)

- 🚧 Attended CVESD DELAC Advisory Meeting
- 🚧 School year calendar
- 🚧 Staffing decisions
- 🚧 Fundraisers
- 🚧 Emergency Plan
- 🚧 Staff Development and Professional Development for teachers

To complete the progress report, the staff at LdVCS met regularly to discuss the progress made towards our four critical areas. Staff was given the opportunity to edit, add, subtract, and amend information regarding each of our four critical areas through self-analysis, collaboration, discussion, observation and evaluation. The process was distinct in that we had to learn about each other and we are a fairly new staff. We needed to create a safe place for adults to learn as well as the students. Staff member met in focus groups to discuss the critical area of need assigned to their focus group. The focus group had the task of determining if the goals were current and still reflected purpose, if the goals were aligned to current staff members, did their need to be any revision, were any elements added that would enhance the goal, and finally to discuss how the goal directly impacts student success.

Each year since 2016-2017 school year, LdVCS stakeholders review student achievement data to continually reflect upon our school's progress and revise our goals and related action plans in order to best improve our performance. The administrative team goes through a comprehensive data review process each year when test results are available and we begin to undergo the LCAP review process. Our WASC goals are strategically aligned to our LCAP annual goals to ensure efforts to improve performance are aligned and revisited periodically; this alignment also ensures regular review by multiple stakeholders each year as we engage multiple voices in strengthening our annual plans.

The LdVCS leadership engages the Board of Directors and the School Site Council in regular review of data to better inform and engage stakeholders in regular discussions about our academic and other performance. Throughout the year, our schoolwide goals and strategies are revisited with each group and a facilitated discussion takes place to gain critical input from parents, board members and the general public. The leadership team also sends out an annual parent feedback survey schoolwide.

A WASC leadership team has met each year for the years following our last WASC visit to review progress on our action plans. To prepare this progress report, a comprehensive review of data that includes state test scores, California Dashboard indicators, local assessment data, survey data, other local data, and input from multiple stakeholders,

was undertaken to carefully review our progress and consider revisions to the action plan.

#### **IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

##### **Critical Area #1:**

The administration and staff need to develop a 3-year strategic plan that addresses improving literacy and mathematics instruction and student academic achievement across all grade levels and sub-groups, including ELL, socioeconomically disadvantaged, and ethnic groups. LdVCS recognizes the need for a written strategic plan. The Strategic Planning Committee is the entire staff due to the many new educators who have become a part of the faculty in recent months. The Strategic Plan has been completed and approved by the Board of Trustees. One area of note is our progress towards the development of a middle school. LdVCS administration is in beginning discussions with the property owners directly behind the school to develop the unused land into a learning space for LdVCS students and community members. This area has not impacted student achievement in anyway. We continue to improve our response to intervention program to serve our students in their exact area of need. Timely assessments have allowed us to track progress, adjust as necessary, and give students a streamlined set of activities designed to meet their educational needs.

##### **Critical Area #2:**

The administration needs to explore additional Health Science partnerships with community-based organizations that support the school's mission and vision. LdVCS continues to explore establishing health and science partnerships with community-based organizations. We have made some progress in connecting our students with health and science community resources. We still have a great task ahead of us in order to bolster the number of community partnerships. One community connection of note is with Olivewood Gardens and Learning Center. A parent representative has worked with a few LdVCS students on healthy cooking, using fresh local ingredients and cooking healthy meals that taste delicious. Often, students believe healthy and tasting delicious are separate from one another. Our parent representative offered students a unique look into the many ways to prepare food. Although LdVCS was not mentioned directly, some of our students were on KUSI news, the morning edition during our Spring Break, sharing their experiences learning to cook healthy meals through a culinary class at Olivewood Gardens and Learning Center, how much they learned from the culinary experts teaching the class and how delicious the food tasted. We hope to grow and foster relationships with community members such as Olivewood Gardens and Learning Center in the future. With these experiences at an early age, the hope is to spark interest into possible culinary careers.

Our 5<sup>th</sup> and 6<sup>th</sup> grade teachers experiment with growing plants in two different elements. Both classes use a hydroponic machine to assist with the growth of the plants and students use data to track various aspects of the stages of growth. This data is used to produce presentations; research papers and help students organize information to complete different project-based learning assignments. One main difference is that one class uses natural sunlight and transfers the Hp machine from overnight storage inside of

the classroom. Also of note is our annual presence at Harbor Fest. This community event allows LdVCS to have a booth along Bayside Park in Chula Vista, California. This year, several LdVCS staff members took turns staffing a booth along the boardwalk of the park and discussing, sharing, and promoting information about the school. Brochures with website contacts, information, and statistics regarding LdVCS was given to any interested party. The atmosphere was festive and talking about the great programs at the school was essential towards good marketing and student outreach. LdVCS offers Mad Science classes on certain half-day Wednesday's during the school year. The Sixth Graders participate in a monthly Friday Family Healthy Cooking Class together, the last Friday of every month of the school year. Parents and siblings of students are invited and ingredient donations are organized via Signup Genius Website. Families come, bring donated ingredients and join in the fun, while student's try-out & eat new recipes with fresh, healthy foods. Each student takes home a recipe card to their families to show them how to make it and enjoy together. Once annually in the spring, Sixth Graders harvest all the lettuce, spinach, and kale that they've grown with their Tower Garden, to prepare & enjoy Tower Garden Salads together. Healthy Cooking Class favorite Recipes include: Carrot Kale Salad with Avocado Lime Dressing, Pumpkin Smoothies, Go Green Broccoli Salad, Fruit & Yogurt Parfaits, Texas Salsa, Green Bean & Potato Salad, and Tower Garden Salad!

Students have the opportunity to take part in experiments, learning interesting facts, and interact with their peers while discovering, thinking critically, and exploring concepts. The LdVCS Partnership Committee meets monthly seeking out and working toward establishing additional science and health partnerships.

**Critical Area #3:**

The faculty and staff need to expand the school's health sciences theme throughout the school to reflect all areas of health. LdVCS has always recognized the need to establish our health and science focus throughout the school. Since the initial visit, we created a chant that succinctly summarizes what we are about for students to recite each morning: "I'm off to a good start, with a healthy mind, body, and heart." Teachers use this chant as a springboard in exploring the different areas of health: Mind for mental health, body for physical health, and heart for social health. When visiting a classroom, whether in kindergarten or sixth grade or anywhere in between, the health and science focus is evident. Bulletin boards highlight aspects of student inquiry, health, and the habits of mind that are embedded throughout everything we do. There is evidence of scientific investigations about to start, in progress, or having just been completed. There are also many activities celebrating healthy choices such as Heart Healthy Day.



During the 2017-2018 school year one of our parents was able to provide a few cooking opportunities for our students this school year through a community connection with Olivewood Gardens Restaurant. This connection is also referenced in critical area #2. The students learned healthy cooking options, safe food preparation, and a variety of other important information. Another area of note is our LdVCS Running Club. Our staff, consisting of our PE Coach, Fourth Grade Teacher and a Third Grade Teacher lead a team of students in running exercises aimed at helping students remain healthy. Part of the process is learning about you as a runner. Is your pace correct? How long should my stride be? What are good running strategies when competing in a healthy manner? This is just scratching the surface of the information students receive as a member of the Running Club. These aspects of our school choices during the day are directly in line with this critical area of need.

**Critical Area #4:**

The administration and staff need to expand the depth and breadth in which the school examines formative and summative assessments in order to target an increase in overall student achievement. LdVCS has taken a number of steps in addressing the need for better use of formative and summative assessments. Our math program, Eureka Mathematics, has formative assessments built into each lesson in the form of end of the unit exams. LdVCS provided teachers with additional professional development on the importance of collecting, analyzing, and responding to the data collected in those formative assessments as LdVCS sent two veteran teachers to a Eureka Mathematics conference in February of 2017. Both teachers came back to the site and were able to deliver a PD to the entire staff on what areas of learning were important and needed to be shared with the staff. LdVCS hired instructional assistants to work with teachers and students in the classroom. LdVCS hired an impact teacher, who works with the classroom teachers using the formative and summative data to design and provide interventions for students who struggle. This level of intervention has the students feeling confident about their work. We can see this in action when visiting any room during small group instruction and view the level of engagement across all grade levels. This process has allowed us to create familiarity with the students, consistency across all disciplines, and continuity amongst the staff as the relinquished one and a half hours of time each week so we could dedicate that time to designated ELD instruction.

LdVCS employs 2 full-time PE teachers as well as a full-time Spanish teacher and designed the schedule so that teachers have their PE and Spanish classes back-to-back twice a week at the same time as their partner teacher, allowing teachers collaboration time twice a week. LdVCS spends at least one Wednesday early dismissal day each month to provide training for and time to analyze student work (formative assessments) in vertical teams.

LdVCS maintains an assessment folder with assessment data for each year they are with us in four areas: DRA score (Developmental Reading Assessment, mid- and end-of-year math assessments, and fitness test data. While these folders provide data for an individual student and help teachers examine each student's progress, it is not an efficient or effective way to analyze cohort data and trends, demographic-related data, etc.

LdVCS staff recognizes the need to develop systems for making analysis of the data more efficient and has continued to use the Online Assessment Reporting System from Illuminate Education. Illuminate Education is a web-based system that not only includes a variety of CCSS- and publisher-aligned assessment items built into the system, but also allows for LdVCS to create local assessments. The system allows LdVCS to track student progress over time. It also allows for disaggregation of data for more efficient analysis so that trends in specific student populations can be identified. This is the final year using this web-based system as Illuminate Education has purchased the rights to this site. We successfully made the transition to Illuminate Education at the end of the 2016-2017 school year and use a new program through the new company called DnA.

In the 2017-2018 school year, we continue to implement two interim mathematics assessments to our students. The third is scheduled in a few weeks. Using this data to differentiate mathematics instruction was not an easy task. We did not want to cause further confusion; LdVCS staff members participated in professional development opportunities around Eureka Mathematics. LdVCS staff plans to further our inquiry and discovery of Eureka Mathematics through professional development from the experts who work with the company. We were, however, able to establish baseline mathematics data at three different times during the 2016-2017 school year to be used in comparison of program strength or weakness in subsequent years, an ability to differentiate for students right now, use these assessments in conjunction with programs like Sokikom and FastMath to compare data for fidelity of programs. Programs such as this have allowed teachers to supplement dwindling mathematics resources while at the same time keeping our digital natives engaged in the classroom by putting technology in the form of Chrome Books at their disposal.

## **V: Schoolwide Action Plan Refinements**

One major refinement to our schoolwide action plan centered on our response to intervention program. With approximately 75% of our students with disabilities, socio-economically disadvantaged, and our English Language Learners at or near grade level, we recognized as a staff that many of our students were falling between the cracks and not being brought up for academic concerns. As an added element of analysis, LdVCS staff began to hold staffing meetings. These meetings held prior to meeting with parents concerning academic or behavioral concerns became an important element to parent communication in regards to our most vulnerable population. This process allowed staff to organize thoughts, strategies for success, and the opportunity to clearly communicate with both the students and the parents about an academic plan created for the individual student and their success.

In the process of creating a middle school, LdVCS staff and administration are in preliminary talks with the Bay View Baptist Church on 210 Jamul Street located directly behind the school campus. Our discussions have centered on the creation of six classroom spaces to hold both seventh and eighth grade students. The church is interested in the possibility as the benefit to the community who have asked for a middle school option connected to LdVCS for about three years now. As we continue to discuss the possibility of growth, we are excited about the prospects of being able to serve our middle school community. We plan to continue our testing growth and increase student achievement to justify our move towards a middle school.

Absences and tardy students are improving slightly, but still remain an issue. One area of concern is our community and the cultural aspects on the importance of good attendance. The director regularly sends out important attendance information to parents via the weekly newsletter. There are also examples of how to schedule nights and mornings for young students to produce optimal academic and sleep results necessary for student success.

This summer, our site is set to undergo a modernization project. All classrooms will receive new flooring, a 6' X 20' white board wall, 70" Apple televisions or a new product called a screen beam, and new window treatments. As a result of the modernization, teachers will have to pack all classroom belongings and store them in a container provided by the district. Also of note, teachers will have to remain off campus until August 28<sup>th</sup>, 2018. This causes a relatively large issue for teachers as the beginning of the 2018-2019 school year is set for September 4, 2018. This only leaves our staff six days to hold staff development, prepare classrooms for student arrival, and welcome students into a safe and secure atmosphere. As you might understand we are all a bit anxious to see how this will all play out in the beginning of the year. To accommodate our authorizer, LdVCS agreed to shorten the school calendar by eight days in order to allow construction to end on time. To make this happen efficiently, I surveyed the parents, teachers, and students as to what combination of changes in the date would work for



them. The overwhelming choice was to shorten Spring Break, take away to teacher PD days and turn them into regular school days, and change one Friday that was originally a day off to a school day. This was not easy to accomplish, but I feel confident that we sought and received the ideas and opinions of the community to make a decision that would be beneficial to the entire school community. This has had no impact on student achievement. Students were made aware of the changes to the schedule through their parents as the director communicated each step of the way with the community to foster concise conversations at home. Each student receives news differently and we thought it best delivered by his or her parents. A survey was sent out to parents offering three options for changing the schedule. After collecting responses via a Google document, more than 88% of the 105 respondents overwhelmingly chose to shorten Spring Break and take back three staff development days. We feel this was a truly collaborative community process.

Our discipline strategy is working much better for us at LdVCS. In the 2016-2017 school year, according to the California State School Dashboard, LdVCS cut suspensions by 12.5%. This means that students in this percentage are in class for longer periods of time, have universal access to curriculum, otherwise not present when at home on suspension, at their disposal in the classroom. This has also impacted student confidence in their safety at school. This can be measured in increased attendance numbers each month, student affect during the day and in the classroom, and teacher feedback on the engagement level during classroom instruction.

The director has also attended California Charter Schools Association meeting quarterly. The meetings are held in downtown Chula Vista. The meetings offer a chance to hear about new legislation concerning charter schools, speak with other charter leaders about issues in the charter community, share project ideas, learn about others school programs, and support for charter leaders in general. This will directly impact students down the road as the director becomes more involved in the charter school community in the south bay. It will allow for more knowledge of community events designed to strengthen and bind our community together, sharing of important educational opportunities, and possibly lead to stronger more well-rounded academic programs.

Staffing changes during the 2017-18 school year were minimal. We have one new teacher in the fourth grade and one new teacher in the sixth grade. Of note is the sixth grade position. The teacher who was scheduled for the beginning of the year was offered a position elsewhere and took the job. That left us void in the classroom after we have completed a week of school. The student impact was devastating, as this teacher was well liked. LdVCS hiring committee jumped into action and was able to select a fine candidate. Our new sixth grade teacher began with the classroom in a very professional manner, built rapport very quickly and concisely, and bonded with the class in a short amount of time limiting the delay in their education. This teacher did an excellent job repairing a very delicate situation right at the beginning of the school year. LdVCS also welcomed a new board member. She brings a wealth of knowledge, experience, and

information to our Board of Trustees. She began her term in January.

## **STRATEGIC PLAN** **2014-2019**

### **MISSION**

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

### **VISION**

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




### **SUMMARY**

Leonardo da Vinci Health Sciences Charter School is a K-6 elementary school that was formed in 2008. Our enrollment is approximately 290 students and includes about 50% free and reduced lunch. Our school population is made up of 85% Hispanic, 8% White, 2% African American, 2% Asian, and 3% other.

LdVCS uses a sciences/inquiry-based approach to education that encourages students to always ask questions and try different means to get the outcome. Project Based Learning is used in our classrooms to teach our students concepts hands on. Habits of Mind are also incorporated into our everyday curriculum. P.E. is taught everyday and students receive at least one hour of Spanish instruction per week. Health is incorporated into every facet of our school day. We encourage school community with “families”, cross grade groups that meet once a month.

LdVCS has a School Director, Operations Manager, and an Office Support staff person. LdVCS has a Board of Trustees comprised of parents and community members that meets regularly. The school also has Governance Committees that meet monthly. They include: Audit/Budget, Curriculum and Assessment, and Partnership. A Strategic Planning Committee was formed to evaluate the school. It was made up of staff, parents, and the school Director. They looked at the school’s strengths and weaknesses, governances and leadership, academics, financials, and many other aspects.

The following strategic areas have been identified to support the mission and vision of Leonardo da Vinci Health Sciences Charter School.

-  Academic
-  Facilities
-  Staffing

 Community

**ACADEMIC**

**Goal: Cultivate a Project Based Learning Program that enables high levels of student achievement in all areas including reading and math.**

**Strategies:**

- Provide more teacher development and training
- Identify struggling students using formal and informal math and reading assessments
- Monitor standardized testing scores and local school wide assessments throughout the year

**Resources:**

- Professional Development courses/conferences
- On staff teacher experts, outside Professional Development courses/conferences
- SIPPS K-1, Everyone a Reader Program 1-3, Free read in upper grades, DRA
- Everyday Math Program: Imagine Math
- Instructional Assistants
- State online reporting
- Data system (Illuminate Education)

**Goal: Create a middle school**

**Strategies:**

- Research and develop a model that coincides with LdVCS's Mission and Vision
- Explore the procedures and requirements of establishing a middle school

**Resources:**

- Parents/teachers
- State Office of Education
- County Office of Education

**Goal: Decrease number of absences, tardy students, and early dismissals**

**Strategies:**

- Regularly send reminders and statistics to be at school on time
- Announce and give basket to classroom with best percentages for the week

- Utilize Independent Study Agreements effectively and educate parents when to use it

**Resources:**

- PowerSchool
- Director updates
- Parent handbook

**FACILITIES**

**Goal: Secure long-term stable facility**

**Strategies:**

- Payoff relocation costs on current site
- Continue to make the site we are on our own (garden, walkways, bathrooms, expanded lunch site)
- **Save money each year to build up our cash reserve**

**Resources:**

- ExEd (back office support company)
- Budget
- Audit/Budget Committee

**STAFFING**

**Goal: Continue to build a unified team of highly qualified teachers and staff who are dedicated to the school's mission and vision.**

**Strategies:**

- Create a supportive environment that includes a mentoring program for teachers and encourages open communication with the Director.
- Evaluate staff regularly ensuring all staff meet our high standards, finding replacements as necessary.
- Maintain time for teachers to collaborate in grade level teams
- Provide an attractive compensation package for our employees
- Offer enriching and meaningful Professional Development opportunities

**Resources:**

- EdJoin
- Employee Support Plan
- Peer review / observation
- PE teachers / Spanish teacher
- Calendar of school activities and teacher sign-ups at beginning of year

Staffing and community are both continuous works in progress but we strive to hire the most talented credentialed teachers available. As described in critical area #2, we continue to pursue partnerships in the local community. Both of the areas mentioned above are areas we work hard to understand and listen. The survey for the 2016-2017 school year are still open to the parents, but early data

suggests parents are proud of the school, believe the teachers care for their children, are learning about the curriculum, and feel comfortable speaking with the office staff.

**COMMUNITY (school community and outside community)**

**Goal: Continue to foster a caring school community with high levels of parental involvement**

**Strategies:**

- Offer in-school programs such as: Peace Patrol, families, book buddies, cross-age buddies, Student Council
- Offer events such as: spelling bee, science fair, talent show, performing arts (plays, dance, music)
- Provide parent education opportunities (healthy food options, discipline at home, etc...)
- Provide necessary resources to continue to develop social, emotional, and behavioral health

**Resources:**

- Teachers and parents willing to organize
- Director updates

**Goal: Become a strong educational presence in our community**

**Strategies:**

- Partner with local businesses and solicit explicit community support from certain businesses
- Participate in community events representing LdVCS (science fairs, fun runs, Healthy Kids Day, parades, contests)
- Host a 5K run
- Invite the community to support the Jamboree (booths, sponsors)
- Create a media presence

**Resources:**

- Parents
- LdVIPs
- Fliers
- Local newspapers and TV stations

**III. Commendations and Recommendations**

**Commendations:**

Leonardo da Vinci Health Sciences Charter School is in the process of rebuilding the

teaching staff after hiring seven new classroom teachers. That is 50% of the teaching staff. To make matters more complicated, add a new Director as well. This community endured many changes in a short amount of time. All of the changes mentioned above are not the most ideal beginning to a new school year. Of particular note was the candor and professionalism of the teachers and staff both new and veteran to LdVCS. They quickly became a team and took great care for one another by making sure that confusion was alleviated in the form of an organized document shared, a quick email clarifying directions or schedules, and a caring ear to listen as new staff anxiously navigated their way through an array of new concepts and curriculum. It was very commendable to see the teachers, both new and experienced, blend together and organize a smooth beginning, middle and end of this school year. The blend of experiences, cultures and thinking have enabled our staff to push each other to learn new concepts, challenge outdated thinking and provide a safe, caring, and rigorous learning environment.

Our English Language Development Coordinator and our RtI Assistants planned, monitored, discussed, developed, organized and facilitated a structured **Response to Intervention** program at LdVCS. The schedule was the most challenging part of the planning process, but our ELD coordinator managed to weave an hour and a half of intervention that was structured in many aspects:

- ✚ Students were placed in learning groups based on assessment data mentioned in previous section of this document.
- ✚ ELD coordinator monitored every aspect of the RtI program and assisted in arranging documents memorializing student progress.
- ✚ ELD coordinator professionally developed each instructional assistant and provided support for each throughout the school year as they delivered push-in services.
- ✚ ELD coordinator provides direct instruction for small groups at all grade levels and organized every SIPPS lesson the teachers would use during RtI.
- ✚ ELD coordinator monitored the progress of all students using Reading Plus and gave teachers real time adjustments to reading based on progress.

## Recommendations

- **Attendance**

LdVCS continues to work towards educating parents on the importance of student attendance. Currently, the administration celebrates perfect trimester attendance. We continue to educate parents on the financial impact of unexcused absences, tardiness and truancy. One example of parent awareness to this trend is during parent orientation, ELAC meetings, Parent English classes designed for English language development strategies for parents and coffee with the principal held three times during the school year.







○ **Test scores**

The scores speak for themselves. They have been a source of discussion, planning and research into effective tier 1 teaching strategies, response to intervention for struggling students and the use of data to drive our instruction in conjunction with knowledge of the Common Core State Standards. While we are aware that 75% of our students are not meeting or exceeding the standards, we are very aware of the small progress we are making concerning all demographics. Most notable was a 22% increase in the number of students with disabilities meeting or exceeding grade level standards according to CAASPP results from 2016-2017. We feel we will continue to make the same progress or more as our response to intervention program adjusts to student success.

○ **Community partnerships**

We have made some progress in connecting our students with health and science community resources. We still have a great task ahead of us in order to bolster the number of community partnerships. This year, many classes were able to attend a healthy cooking and food growing field trip to Olivewood Gardens and Learning Center. Students and staff were able to connect with our community partner on their site and learn some valuable information on sustaining a school garden. We also received examples of what kind of activities we could achieve using the food that we grow.

○ **New areas of concerns**

-  Funding: Increased STRS contribution directly impacting budget
-  Special education support (Application to another SELPA)
-  Middle school expansion (Property close to our current location)
-  Social emotional services for students in need (Counseling)
-  Tier 1 Teaching Strategies: SIOP, SWI, Focused on ELL
-  Increased Structured Word Inquiry professional development