Leonardo da Vinci Health Sciences Charter

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

1.6 points below standard

Maintained -0.6 Points

Number of Students: 154

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

○ ● ○ ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

85.6 points below standard

Declined 9 Points ▼

Number of Students: 16

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners

Orange

28.4 points below standard

Declined 8.6 Points ▼

Number of Students: 84

Hispanic

Orange

6.2 points below standard

Declined 6.5 Points ▼

Number of Students: 131

Socioeconomically Disadvantaged

Orange

21 points below standard

Declined 4.6 Points ▼

Number of Students: 68

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

68 points below standard

Increased 5.5 Points ▲

Number of Students: 47

Reclassified English Learners

21.9 points above standard

Declined 16.4 Points ▼

Number of Students: 37

English Only

17 points above standard

Increased 10.8 Points ▲

Number of Students: 54

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

24.1 points below standard

Increased 5.5 Points ▲

Number of Students: 154

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

Hispanic

Yellow

English Learners

Socioeconomically Disadvantaged

Green

No Students

Blue

No Students

No Performance Color

African American

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

○ ● ○ ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

85.7 points below standard

Increased 29.6 Points ▲

Number of Students: 16

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Hispanic

Orange

30.1 points below standard

Maintained -0.3 Points

Number of Students: 131

English Learners

Yellow

42.5 points below standard

Increased 3.8 Points ▲

Number of Students: 84

Socioeconomically Disadvantaged

Yellow

41.6 points below standard

Increased 6.9 Points ▲

Number of Students: 68

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

69.6 points below standard

Increased 10 Points ▲

Number of Students: 47

Reclassified English Learners

8.1 points below standard

Maintained 2.3 Points

Number of Students: 37

English Only

11.6 points below standard

Increased 14 Points ▲

Number of Students: 54

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE
English Learner Progress

70% making progress towards English language proficiency

Number of EL Students: 80

Performance Level

Very High

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

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

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

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation. Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.

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

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

2	Beginning Development

History - Social Science

4	Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
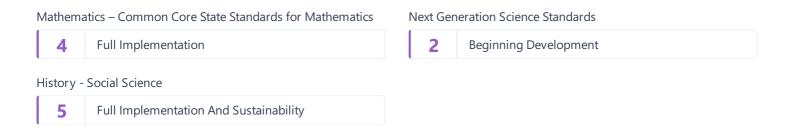
English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

2	Beginning Development

History - Social Science

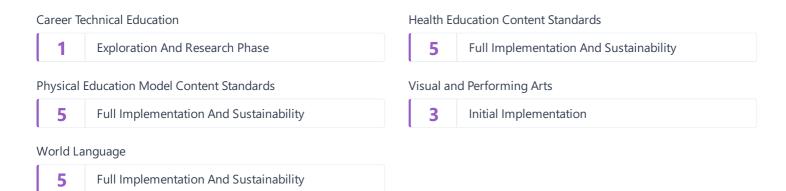| 5	Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

3	Initial Implementation

History - Social Science

4	Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

1	Exploration And Research Phase

Health Education Content Standards

5	Full Implementation And Sustainability

Physical Education Model Content Standards

5	Full Implementation And Sustainability

Visual and Performing Arts

3	Initial Implementation

World Language

5	Full Implementation And Sustainability

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5	Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

5	Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered

4	Full Implementation

Additional Comments

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