Da Vinci Charter Academy School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Da Vinci Charter Academy School
Street	1400 East Eighth St
City, State, Zip	Davis, CA 95616
Phone Number	(530) 757-7154
Principal	Tyler Millsap
Email Address	tmillsap@djusd.net
Website	http://davincicharteracademy.net/
County-District-School (CDS) Code	57726780119578

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
Email Address	superintendent@djusd.net
Website	www.djusd.net

School Description and Mission Statement (School Year 2020-2021)

Leonardo da Vinci High School opened in 2004 as a "school within a school" using a small-school grant from the Bill and Melinda Gates Foundation and was originally located on the Davis Senior High School Campus (DSHS). As one of the earliest members of the New Tech Network, Da Vinci founded itself on the core principals of Project Based Learning (PBL) and creating a collaborative and inclusive school community. In 2009, the school became a dependent charter school of the Davis Joint Unified School District and was renamed Da Vinci Charter Academy (DVCA). Da Vinci High School relocated to the Valley Oak Campus and shortly after that, Da Vinci Junior High School was founded on the Ralph Waldo Emerson Campus. Today, DVCA serves approximately 600 students in grades 7-12 between its two sites and offers an A-G, WASC accredited, college preparatory program.

DVCA remains a unique and progressive school that is committed to deeper learning and preparation for college and career in the 21st Century. In addition to showing competency in course content areas, DVCA students demonstrate their learning through seven school-wide learning outcomes (SLO's) that include: Oral Communication, Written Communication, Critical Thinking, Collaboration, Curricular Literacy, Professionalism, and Learning Mindset. Students and families have continual access to course content and course progress through Echo, the school's Learning Management System. The DVCA Graduate Profile (viewable at www.davincicharteracademy.net) embodies the skills, dispositions and attributes that the program desires to instill in its graduates. The DVCA Mission and Vision Statements are:

Vision Statement
Da Vinci Charter Academy envisions a learning environment uniquely able to prepare students to excel in a diverse, technologically-advanced society and to craft their own valued educational experience.

Mission Statement
Da Vinci Charter Academy seeks to engender and elicit in students the characteristics, skills, and dispositions embodied in the Da Vinci Graduate Profile in order to prepare them for college, career, and life, in the rapidly changing 21st Century.

Guiding Principles
When making decisions that affect individuals or groups within DVCA, we will ask, "Does this advance…."
- Sense of community
- Concern and respect for others
- Trust
- Healthful living
- Autonomy
- Adaptability and resilience
- Problem-solving
- Personal integrity and ethical behavior
- Dynamic problem solving
- Lifelong learning

Da Vinci, now in its sixteenth year of operation, remains committed to its core mission of graduating students that are prepared for college and career but also continues to evolve to changing condition. Most recently, Da Vinci Charter Academy has added two CTE Pathways, Software & Systems Development and Arts Media & Entertainment, and is breaking ground on a $15.1 million dollar facilities project that will transform the physical campus through a Tech Hub Community Building, a new science lab, a MakerSpace, a Computer Lab, a Audio/Video Production Room, a Fabrication Room, new Physical Education Locker Rooms, and increased parking and outdoor learning spaces. Da Vinci Charter Academy will also expand the high school to include grades 9-12 and increase its enrollment in grades 7 and 8 at Da Vinci Junior High School.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	91
Grade 8	100
Grade 9	93
Grade 10	104
Grade 11	105
Grade 12	88
Total Enrollment	581

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.9
Asian	7.2
Filipino	1
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	0.5
White	62.7
Two or More Races	5
Socioeconomically Disadvantaged	14.5
English Learners	1.5
Students with Disabilities	16.5
Homeless	

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	28	24	362.25
Without Full Credential	2	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009	Yes	0%
Mathematics	Geometry, Prentice Hall, 2008, Algebra 2, McDougall Littell, 2007, Trigonometry, DC Health, 1996, Trigonometry, A Unit Circle Approach, Pearson, 2008, Pre-Calculus, Holt, 2004, Algebra 2, Holt, 2004 (Algebra 2/Trig), Calculus Early Transcendental, Brooks-Cole, 2007 (Calc BC), Thomas' Calculus Early Transcendental, Addison-Wesley, 2007 (Calc AB), 2008 (Transition to College), Stats Modeling the World, Pearson, 2007 (Statistics), Practical Mathematics for Consumers, Globe Fearon, 2004 (Consumer Math), Integrated Math I, College Preparatory Mathematics, 2015, Integrated Math II, College Preparatory Mathematics, 2015, Integrated Math III, College Preparatory Mathematics, 2015	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Earth Science, Physical Science, Glencoe, 2002 (Earth Science), Prentice Hall Biology, Prentice Hall, 2002 (Biology, ZooBot, Int. Ag Bio), Biology, Scott Foresman, 2001 (AP Bio), Prentice Hall Chemistry, Prentice Hall, 2002 (Chemistry), Chemistry: A Central Science, Prentice Hall, 2000, (AP Chem). Chemistry in the Community, Freeman, 2008 (Chem Com), Conceptual Physics, (Physics) Hole's Physiology and Anatomy, McGraw Hill, 2003 (Physiology), Visualizing Environmental Science, Prentice Hall, 2003 (Env. Sci) Physics, Wiley, 2007 (Honors Physics) Physics Principles with Applications, Prentice Hall, 1998 (AP Physics), Gr 7-8 NGSS, Lab-Aids License Subscription 2020	Yes	0%
History-Social Science	Modern World History: Patterns of Interaction, McDougal Littell, 2006 (World Civ), American Vision, Modern Times, McGraw Hill, 2007 (US History), Enduring Vision, Houghton Mifflin, 2007 (AP US History), Introduction to Human Geography, Prentice Hall, 2000 (Human Geography), Economics: Policies and Practices, Glencoe, 2000 (Econ), Economics, Policies and Principles, Southwestern Publishing, 2009, 1999 (AP Econ), Magruders American Government, Prentice Hall, 2002 (Gov), American Government: Institutions and Policies, Houghton Mifflin, 2006 (AP Gov)	Yes	0%
Foreign Language	Spanish 1-3, Avancemos! Holt McDougal, 2010, 1996, Spanish 4, Imagina, Vista Higher Learning, 2007, Spanish 5, iA toda Vela EMC Publishing, 2008, French 1-3, C'est A Toi, EMC Paradigm, 2007, German 1 & 2, Deutsch Aktuell, 1997, German 3-6, Kaleidoskop, McDougal Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
Health	Health, Perspectives on Health, HEATH, D.C, 1996 (10-12)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Da Vinci Charter Academy is currently split between two sites. Da Vinci Junior High School (DVJH) (currently grades 7-9) is a shared campus program housed in the "B Wing" and several portable buildings at Emerson Junior High School. Da Vinci High School (DVHS) is housed at a converted elementary school, the Valley Oak Campus, originally built in 1953. Both campuses are served by the DJUSD Maintenance and Operations Department (M & O) to ensure custodial services are provided and to address repair and improvement needs. DVCA routinely works with M & O to address safety and repair needs in a timely and effective manner to ensure student and staff safety and effective operating conditions.

The Valley Oak campus is shared with county and district preschool programs, though the majority of classrooms are used by Da Vinci High School. DVCA moved onto the campus in 2009 after leaving a shared campus arrangement at Davis Senior High School. As an older site in the district, there were modest renovations done in 2000 to ensure ADA compliance. In 2009, DVCA also added a portable classroom equipped for science laboratory classes. As a technologically reliant school, however, Da Vinci has allocated considerable resources to improving the wireless infrastructure. As of 2019, all classrooms provide filtered Internet access with a modern server and OpenDNS monitoring system paid for and maintained by DVCA staff to ensure CIPA compliance. In March of 2019, the DJUSD Board of Education approved several actions to improve the current DVCA campuses as part of a $200 million bond program, known as Measure B. The DVHS facilities program allocates $15.1 million dollars that will transform the physical campus through a Tech Hub Community Building, a new science lab, a MakerSpace, a Computer Lab, an Audio/Video Production Room, a Fabrication Room, new Physical Education Office and Locker Rooms, and increased parking and outdoor learning spaces. Da Vinci Charter Academy will also expand the high school to include grades 9-12.

The Da Vinci Junior High School Program is currently housed in the "B-Wing" of the Ralph Waldo Emerson Campus in West Davis. This wing of the campus is equipped with wi-fi by DJUSD to provide internet connectivity for all students. There are class sets of chromebooks available for students to use. DJUSD M&O serves the Da Vinci Junior High and Emerson facilities in the same capacity that it serves the DVHS campus, with systems in place for M & O to address safety and repair needs in a timely and effective manner to ensure student and staff safety and effective operating conditions. Through another Measure B Bond Project, the shared DVJH/Emerson Campus is receiving three new science classrooms which will be available to the DVJH program by the 2022-23 school year. Additionally, the district is nearing completion of a new, more permanent DVJH Administration Office which is scheduled to open in Spring of 2021.

School Facility Good Repair Status
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 3/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	2 classrooms need floor tile replaced. #24 is complete, #23 is scheduled to be complete.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	72	N/A	72	N/A	50	N/A
Mathematics (grades 3-8 and 11)	60	N/A	66	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	48	N/A	53	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

DaVinci Charter Academy offers Journalism. Additionally, DaVinci students may enroll in Davis Senior High School CTE courses. In 17-18, students completing CTE pathways did so through dual enrollment through programs offered at Davis Senior High School.

DJUSD currently offers pathways in the fields of Agriculture & Natural Resources, Information & Communication Technologies, and Transportation. Additional pathways of Arts, Media, & Entertainment, Engineering & Architecture and Robotics are currently in development.

Programs and classes offered that are specifically focused on career preparation and/or preparation for work include: Agricultural Engineering- Advanced Design and Fabrication, Agricultural Engineering I & II, Animal Science, Automotive Technology- Advanced, Automotive Technology- Basic, Biotechnology & Biotech Internship, Computer Programming (C++/JAVA), Fashion Careers, Intro, Fashion, Textiles & Apparel, Advanced, Fashion, Textiles & Apparel, Beginning & Intermediate, Food Science and Nutrition, Food Service & Hospitality, Internet Working Levels I & II (CISCO), Journalism 2 / Multimedia (semester), Journalism 2 / The HUB (Semester newspaper), Ornamental Horticulture, Robotics Engineering, Stagecraft Production

The primary representative of the District's CTE advisory committee is DJUSD CTE Coordinator Alex Hess. Industries represented on the committee include engineering and architecture, health sciences and medical technologies, information and communication technologies, and transportation. Additionally, our existing programs collaborate and partner with various educational institutions, including Yolo County Office of Education, the Yolo County Regional Occupational Program, Sacramento City College and American River College, Woodland Community College and Yuba Community College (the Los Rios and Yuba Community College Districts) and the University of California, Davis.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	73
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.52
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	64.71

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

There are a variety of opportunities for parental involvement in the Da Vinci Charter Academy (DVCA) Program. DVCA has an active Booster Club that provides direct support to students and staff in a variety of ways. The Boosters provide monthly staff luncheons, an email Listserv with updates on school events, fundraising for enhancements to classrooms and projects, and scholarship money for students. To become involved with the school Booster Club, please contact our site secretary, Adela Johnson at ajohnson@djusd.net or (530) 757-7154. Mrs. Johnson will route all inquiries to our Booster Club President Martha Diepenbrock.

Parents and community members can also be involved as project mentors or project panelists. The DVCA Parent Panelist Coordinator, Wendy Benner, can be reached at bennerfam@sbcglobal.net. Being a project panelist allows parents and community members to observe student project demonstrations and, in some cases, actively inform student learning through questioning, assessment, and feedback.

In 2018, DVCA added a Parent Community Liaison position within the DVCA Boosters. The person in this position assists DVCA staff by leveraging local resources, such as businesses, organizations, community members and parents, to support activities in DVCA classrooms. This can include assistance with logistics, mentorship and guest speakers.

DVCA maintains an Advisory Board with four seats reserved exclusively for parents. Advisory seats are awarded through an election process conducted via electronic survey during September. Parent Advisory members are expected to server for at least two years and have an opportunity to advise the Da Vinci Administration and Staff on important matters such as school safety, school climate, budget and program development. Parents interested in the Advisory Board can contact Adela Johnson at ajohnson@djusd.net for more information or view the Advisory Board section of the DVCA website at https://davincicharteracademyhs.net/about/d_v_c_a_advisory_board.

As a dependent charter school, DVCA completes its own LCAP. Parents can participate in informing the LCAP through an annual survey. Survey questions solicit input on topics such as effective instruction, school climate, school policy, and school safety. Administration and staff utilize this data to set goals and allocate funding for ongoing school improvement. Parents are also offered the opportunity to contribute to the annual Youth Truth school climate and culture survey, which provides additional input for ongoing improvement.

Parents are included as key team members in the IEP Process, 504 Meetings, Study Study Team Meetings, and Attendance Conferencing. Each of these processes brings together parents, students, and staff to work together on improving students outcomes for students that demonstrate the need for additional supports.

Finally, there are a variety of parent education opportunities for parents that are advertised through the school website and via email such as The Compassion Project, the eSCRIP donations program, nighttime student project demonstrations, chaperoning field trips, tutorials on the DVCA Learning Management System, College Preparation Information Nights, and fundraisers.

Da Vinci recognizes the importance of school connectedness and strives to work collaboratively with the parent community to support the education of its students.

State Priority: Pupil Engagement
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	0	0	2	2.8	1.5	9.1	9.6	9
Graduation Rate	100	96.6	96.6	94	93.1	95.3	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.7	3.5	2.3	2.5	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3	0.018	
Expulsions	0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

DVCA is currently in the planning stages of a facilities improvement project which was approved by the Davis Board of Education in May of 2019. When complete, the project will allow for a transition from a DVHS a 10-12 grade program to a 9-12 grade program. Additionally, DVHS will be the sole occupant of current Valley Oak Site. DVJH will become a 7-8 grade only middle school, remaining at the current Ralph Waldo Emerson Junior High site in West Davis. These program and facilities improvement will be a significant step in supporting DVCA's vision and mission to provide a 21st Century Learning Environment for its students.

DVCA's facilities are kept clean and functional by capable custodial staff, and the district Maintenance & Operations Department. The staff takes great pride in the safety and upkeep of the campuses, ensuring that buildings are safe and meet ADA codes. DVCA is fully integrated into the DJUSD-wide emergency preparedness plan and has on-site Campus Safety Supervisors at each site and direct access to a School Resource Officer from the Davis Police Department to address safety concerns. The Da Vinci School Comprehensive Safety Plan outlines how staff will respond to all disasters or threats or to student safety issues on campus. The Safety Plan is a public document that can be accessed in the Da Vinci High School Office, the Ralph Waldo Emerson Junior High Office, the Da Vinci Junior High Office and the DJUSD District Office. The Comprehensive School Safety Plan was significantly updates in the 2018-19 school year to reflect stricter and clearer protocols for communicating to all staff on campus in an emergency. Particular attention was paid to coordinating with the other district and county programs on campus to streamline parent and community messaging. The intercom system, email messaging system, and radio communication are tested and updated annually to allow for efficient communication in an emergency situation. These processes were practiced and reviewed in October of the 2020 School Year and approved by the DVCA Advisory Board on October 21 of 2020. Due to the Covid 19 pandemic and no students being on campus, minimal changes were implemented for the 2020-21 school year, the exception being the use of Securly, a robust online safety monitoring system for students' digital and online activity.

Along with DJUSD, DVCA's safety plan utilizes the School Messenger notification system to quickly communicate to the parent community via email and phone. The DVCA staff participates bi-annually in a week-long exercise known as "Safety Week." An abbreviated 2020 Fall Safety Week occurred from October 12 through October 16th. A second Spring Safety Week will occur in March of 2021 and the activities will be dependent upon the return of students to campus. Safety Week drills allow staff and students to learn and practice the response to urgent events such as a natural disaster, health emergency, or violent threat.

Like a professional work setting, DVCA does not utilize a bell system. Additionally, students are not required to possess a hall pass. Students move in an orderly way consistent with a workplace model. The DJUSD secondary school schedule provides a weekly staff collaboration meeting, an invaluable resource for addressing aspects of school improvement, including safety. During Wednesday collaboration meetings, the DVCA staff conducts professional development of PBL practices, conflict management, student and staff wellness, student interventions, and community building. In 2020, the Fall Safety Week implementation was reviewed and debriefed during Wednesday morning collaboration time in October.

Each summer the DVCA staff attends a three day training on campus to revisit the school vision and mission and to generally plan for the upcoming year. Veteran staff members lead new teachers through training to learn the current Learning Management System (LMS) and the methodology of project-based learning. Da Vinci's strong sense of community among staff, students and the parent community has been validated through several different types of school culture and climate surveys. DVCA considers this to be proactive work in developing a safe school environment.

Finally, Da Vinci has made a commitment to utilizing Restorative Practices to address conflict on campus. In an effort to quickly and effectively address conflict and support safety and well-being, DVCA employs a Restorative Practice Coordinators and utilizes a Restorative Practices referral system. In 2018, DVCA staff received a refresher training from the International Institute for Restorative Practices to bring all staff members up to date on the theory and practice of resolving a conflict. This system allows for a range of interventions from informal to formal conferencing amongst students, staff, and parents. This system supports resolving conflict in transparent and equitable ways to improve overall campus safety.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	27	4	12	8	24	5	16	5	23	13	13	5
Mathematics	23	11	15		23	11	13	2	23	13	13	
Science	30	2	10	7	29	3	9	7	27	4	11	5
Social Science	29	3	11	5	27	5	8	8	29	2	11	6

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	290.5

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,043	$746	$9,297	$58,667
District	N/A	N/A	$8,670	$70,675

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	7.0	-18.6
State	N/A	N/A	$7,750	$79,209
Percent Difference - School Site and State	N/A	N/A	18.1	-29.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

In 2019-20 DaVinci Charter Academy received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,169	$49,782
Mid-Range Teacher Salary	$63,987	$76,851
Highest Teacher Salary	$89,268	$97,722
Average Principal Salary (Elementary)	$112,475	$121,304
Average Principal Salary (Middle)	$119,719	$128,629
Average Principal Salary (High)	$127,183	$141,235
Superintendent Salary	$221,450	$233,396
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English		N/A
Fine and Performing Arts	3	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science		N/A
Social Science		N/A
All courses	9	33.2

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	33	33	

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, the school has one (1) full day prior to the start of the school year and two (2) full days spread throughout the year, dedicated to professional development.

Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff have opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning, and in-context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Comprehensive site focuses on the foundational understanding, implementation, and sustenance of MTSS and PBIS
- Teacher book groups on Culturally Responsive Pedagogy and Anti-Racist Teaching Practices
- Ethnic Studies Institute based on "knowledge of self" as Ethnic Studies teacher and Scholar Lecture Series from UC experts on the content of Ethnic studies
- Reading Apprenticeship literacy series and mentorship through WestEd
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices
- Elementary and Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Canvas Collaborative Courses where educators can self-select in collaboration using Canvas; this included professional development groups working on Anti-Racist pedagogy, Earth Science teachers learning about NGSS, Teacher

Librarian literacy lessons, and resources for the History-Social Science frameworks.
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff
- Response to school closures and distance learning included professional development in the following areas: Canvas (and use of the LMS), Structures and Systems for Distance Learning, Social Emotional Learning (SEL)