Da Vinci Charter Academy School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School 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
E-mail Address	tmillsap@djusd.net
Web Site	http://davincicharteracademy.net/
CDS Code	57726780119578

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
E-mail Address	superintendent@djusd.net
Web Site	www.djusd.net

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

Da Vinci High school opened in 2004 with 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 of the Davis Joint Unified School District and was renamed Da Vinci Charter Academy (DVCA). Da Vinci High School moved to the Valley Oak Campus and, shortly after that, the Da Vinci Junior High program was added on the Emerson Campus. Today, DVCA serves approximately 600 students in grades 7-12 at the 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. In addition to showing competency in course content areas, Da Vinci students demonstrate their learning through our school-wide learning outcomes, which 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, our school's Learning Management System. Key features of the Da Vinci program include: inquiry-based instruction with teachers trained in Project Based Learning (PBL); a 1:1 student to computer ratio; community college classes offered on site; opportunities to earn credits for completing industry-based internships each semester; opportunities to co-enroll in up to two DSHS classes and to participate in DSHS athletics; and a small, inclusive community. Now in its 14th year, Da Vinci remains committed to its core mission of graduating students that are prepared for college or career in the 21st century.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	96
Grade 8	98
Grade 9	97
Grade 10	106
Grade 11	98
Grade 12	100
Total Enrollment	595

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.8
Asian	6.6
Filipino	1.2
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.7
White	69.2
Two or More Races	4.2
Socioeconomically Disadvantaged	11.4
English Learners	0.8
Students with Disabilities	10.1
Foster Youth	0.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	26	23	400
Without Full Credential	0	1	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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%
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)	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Da Vinci Charter Academy is split between two sites; the junior high school (grades 7-9) is a shared campus program housed in five portables at Emerson Junior High School, and the high school is housed 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 met 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 safety and effective operating conditions.

The Valley Oak campus is also shared with several state 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, in 2000 there were renovations done 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 2017, all classrooms provide filtered Internet access with a modern server and OpenDNS monitoring system to ensure CIPA compliance.

The junior high school 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 for internet connectivity for all students. There are five class sets of laptops available for students to use. Long term facilities vision includes either an entirely new campus for the entire Da Vinci program or bringing both the junior high and high school programs to one site. During the 2017-18 school year, DVCA has participated in the DJUSD Master Plan Facilities project to develop a vision for future facilities changes. The outcome of this plan will be a significantly renovated school on the current Valley Oak Campus site that combines the junior high and high school programs.

School Facility Good Repair Status (Most Recent Year)
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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Some of the classrooms have peeling plant and cracked counter tops.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/2018				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			room k2 has a water leak - work has been scheduled.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/2018				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	74	74	71	69	48	48
Mathematics (grades 3-8 and 11)	65	55	65	64	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	264	92.63	73.86
Male	162	156	96.3	69.87
Female	123	108	87.8	79.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	78.57
Filipino	--	--	--	--
Hispanic or Latino	52	46	88.46	65.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	179	92.75	75.42
Two or More Races	12	11	91.67	63.64
Socioeconomically Disadvantaged	38	34	89.47	64.71
English Learners	--	--	--	--
Students with Disabilities	28	25	89.29	24
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	264	92.63	54.92
Male	162	156	96.3	59.62
Female	123	108	87.8	48.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	57.14
Filipino	--	--	--	--
Hispanic or Latino	52	47	90.38	40.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	179	92.75	56.98
Two or More Races	12	11	91.67	63.64
Socioeconomically Disadvantaged	38	33	86.84	45.45
English Learners	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	28	25	89.29	24
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83	79	81	78	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

DaVinci Charter Academy offers Journalism. Additionally, DaVinci students may enroll in Davis Senior High School CTE courses.

DJUSD currently offers pathways in the fields of Agriculture, Automotive, and Technology. Additional pathways of Science, Media Art & Entertainment 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), Drafting, Environmental Science, 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, fashion and interior design, hospitality, tourism and recreation, 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 Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	49
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	70.24
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	78.57

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	15.6	26.7	44.4
9	14	37.6	29

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

There are a variety of opportunities for parental involvement in the DVCA community. DVCA has an active Booster Club that provides direct support to students and staff in a variety of ways. They provide monthly staff luncheons, an email Listserv with updates on school events, fundraising for enhancements to classrooms, and scholarship money for students. To become involved with our school Booster Club, please contact our site secretary, Adela Johnson, who will route all inquiries directly to our Booster Club President, Grace deMasi. Adela Johnson's email is: ajohnson@djusd.net.

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

DVCA maintains an Advisory Board with four seats reserved for parents. Advisory seats are awarded through an election process at the annual Back to School night at our High School and Junior High School campuses. Parent Advisory members serve for up to two years and have an opportunity to advise the Da Vinci Administration on important matters such as school safety, school climate, and expenditures. Parents interested in the Advisory Board can contact Adela Johnson at ajohnson@djusd.net for more information.

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 utilizes this data to set goals and allocate funding for ongoing school improvement.

Finally, there are a variety of parent educational opportunities for parents that are advertised through the school website and via email such as The Compassion Project, the eSCRIP donations program, nighttime 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	0	0	3.4	3	1.6	11.5	10.7	9.7
Graduation Rate	97.62	100	100	95.14	94.37	96.25	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	94.23	95.43	87.11
Black or African American	0	75	79.19
American Indian or Alaska Native	50	100	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	75	87.66	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	97.47	97.16	90.99
Two or More Races	100	97.06	90.59
Socioeconomically Disadvantaged	100	88.62	85.45
English Learners	0	68.18	55.44
Students with Disabilities	100	82.54	63.9
Foster Youth	0	50	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.0	3.8	6.1	2.4	3.0	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

DVCA aspires to relocate or renovate current facilities to allow for a comprehensive 7-12 program to a with facilities designed expressly for the methodologies, philosophies, infrastructure, and resources to fully support its vision as a 21st Century Learning Environment. Until that time, Da Vinci Charter Academy remains a split-site school with the 7-9 campus housed within the Emerson Junior High in west Davis. The 10-12 high school campus located in central Davis on the multi-use site that was formerly Valley Oak Elementary School. The high school campus shares facilities with several district and county programs, including a District Preschool program and Head Start Preschool program.

Da Vinci's facilities are kept clean and functional by capable custodial staff, and the district Maintenance & Operations Department. This staff takes great pride in safety and upkeep of the campuses, ensuring that buildings are safe and meet ADA codes. Da Vinci is fully integrated into the DJUSD-wide emergency preparedness plan, and has an on-campus Safety Supervisor and District Community Liaison Officer available to assist with safety concerns. The Da Vinci School Comprehensive Safety Plan outlines how staff will respond to all threats or disasters to student safety 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 or the Da Vinci Junior High Office. The 2017-18 Comprehensive Safety Plan, has been updated 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. The intercom system, email messaging, and radio communication have been updated to allow for efficient communication in an emergency situation. Along with DJUSD, Da Vinci's safety plan utilizes School Messenger notification system to quickly communicate to the parent community via email, phone, and text message. The DVCA staff participates bi-annual in a week-long exercise known as "Safety Week." This year's Fall Safety Week occurred from September 18 through September 23 of 2017. A second Spring Safety Week occurs from March 19 through March 23. 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. With the Advisory Board's input, the 2017-18 Safety Plan was reviewed and approved on October 18 of 2017.

Like a professional work setting, DVCA does not utilize a bell system. Additionally students are not required to have hall passe. 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.

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 Echo 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. DVCA has two Restorative Practice Coordinators and an Restorative Practices referral system that students can access. This system supports resolving conflict in transparent and equitable ways in order to avoid ongoing conflict that can impact student and staff well-being.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	3	15	6	24	7	18		27	4	12	8
Mathematics	26	6	10	7	24	11	9	4	19	17	12	1
Science	29	1	16	2	28	2	17		28	3	12	5
Social Science	29	2	10	8	27	1	18	1	30	3	8	8

Note: 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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	194
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.30	N/A
Resource Specialist	2.0	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12738.25	2317.87	10420.38	57186.48
District	N/A	N/A	7705.19	$67,085
Percent Difference: School Site and District	N/A	N/A	30.0	-15.9
State	N/A	N/A	$6,574	$74,476
Percent Difference: School Site and State	N/A	N/A	45.3	-26.3

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

Types of Services Funded (Fiscal Year 2016-17)

In 2016-17 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,050	$46,511
Mid-Range Teacher Salary	$60,613	$73,293
Highest Teacher Salary	$84,563	$92,082
Average Principal Salary (Elementary)	$106,541	$113,263
Average Principal Salary (Middle)	$113,403	$120,172
Average Principal Salary (High)	$120,473	$131,203
Superintendent Salary	$185,681	$213,732
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science		N/A
Social Science		N/A
All courses	5	16.3

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

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 has 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 staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. 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:

- 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.
- 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.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)