

Petition to Renew the Charter of the Da Vinci Charter Academy

**Submitted to the
Board of Trustees of the
Davis Joint Unified School District**

**New Term:
July 1, 2019 to June 30, 2024**



AFFIRMATIONS AND DECLARATION

The Da Vinci Charter Academy (“DVCA” or the “Charter School”) affirms and declares as follows:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher

Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
 - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
 - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Success Act.
 - The Charter School shall comply with the Public Records Act.
 - The Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

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BACKGROUND

Our Story and Our Mission

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 moved to the Valley Oak Campus and shortly after that, the Da Vinci Junior High program was added 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.

Da Vinci 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, Da Vinci 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.

Da Vinci, currently in its fifteenth year of operation, remains committed to its core mission of graduating students that are prepared for college or career. In the coming years, Da Vinci aspires to continually develop its program by unifying its two programs on a single campus with facilities that support 21st Century Learning and promote continuity and coherence of the program. Additionally, Da Vinci endeavors to create pathways that allow students to acquire experience, skills and knowledge that make them valuable members of the workforce, directly out of high school.

School Location and Facilities

Since receiving charter status in 2009, DVCA's tenth through twelfth grade program has been located at the Valley Oak Campus at 1400 East 8th Street in Davis, California. DVCA has contracted the use of DJUSD facilities for the operation of the school, which includes the following: an Administration Office building that houses administration, administrative support, and counseling staff; a multi-purpose room (MPR) for use by the PE department and Student Nutrition Services; a collaborative space known as “The Presentation Room” for collaborative student work, staff professional development, demonstrations of student work, technology support and storage, library and curriculum storage, and a student lounge space; two lab science rooms; specialized art rooms including a photography dark room; an office space for the Internship Coordinator; a small office space for Special Education, School Psychology, Occupational Therapist, and ERMHS services; and 13 traditional classrooms. The Valley Oak Campus is shared with DJUSD Preschool Program (including the fee-based, tuition free program, and the Special Education Preschool programs) and the Yolo County Head Start Program. As a shared campus, many aspects of facilities are shared among existing programs.

DVCA's seventh through ninth grade Junior High program is located at 2121 Calaveras Avenue in Davis, California. The Junior High program has shared a campus with Emerson Junior High since its start in August 2009. The DVCA seventh through ninth grade program occupies the following: a portable Administration Building for administration, administrative support staff, counseling and technology support staff; ten traditional classrooms within the “B Wing” of Emerson Junior High; and one additional, stand-alone portable classroom on the western edge of campus. The DVCA Junior High Program shares the use of a gymnasium for Physical Education activities. Additionally, DVCA

students take elective courses in Emerson classrooms.

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

Da Vinci Charter Academy endeavors to prepare students in grades seven through twelve to excel in the information-based, technologically advanced society of the 21st century. The combination of Project Based Learning (PBL), student collaboration, use of technology, and Common Core Standards-based curriculum, which is built upon the foundation of college and career readiness, is an innovative and effective way for students to be engaged with school and become prepared for a multitude of post-secondary career and educational opportunities. This dynamic is best achieved under the following conditions:

- When the High School Campus school is limited to an enrollment of 400 students and the Junior High Campus is limited to a maximum enrollment of 400 students;
- When the curriculum is aligned to standards and Schoolwide Learning Outcomes (SLO's)
- When current technology is used as an integral tool in the learning process;
- When students work in small teams on authentic projects;
- When strategies are employed to encourage students to become problem-solvers and life-long learners, as well as responsible, competent, and self-motivated citizens with a strong sense of community.

DVCA encourages students to learn through collaboration and partnerships with families, businesses, and community entities. The goal of the DVCA educational program is to produce an “educated person” for the 21st century who is able to find appropriate information, synthesize, evaluate, and analyze that information for relevancy and accuracy, and report that information to a variety of audiences across a range of formats while working in diverse settings. The goals of the DVCA program are captured and expressed through the Da Vinci Graduate Profile, a list of characteristics, skills, and dispositions that the program develops in students upon successful completion of the program. The Graduate Profile identifies the following skills, dispositions and knowledge domains (A graphic of the Graduate Profile can be found as Attachment VII on page 30). While there is significant overlap with the DJUSD Graduate Profile, the DVCA Graduate Profile has been developed to express certain unique, localized desires of the Da Vinci Community.

- Communication
- Collaboration
- Learning Mindset
- Critical Thinking
- Citizenship
- Self-Management
- Technological Literacy

Since its inception, DVCA has been a member of the New Tech Network of Schools, an organization that partners with districts and schools to implement and sustain school reform. Originally, the New Tech Network provided DVCA with guidance in developing its curriculum and school culture through in-person and virtual support. The results of their support helped shaped the foundations of the educational program described in the preceding paragraphs. DVCA continues to receive support from the New Tech Network through the use of its Learning Management System (Echo), access to resources across the 200-school network, and opportunities for professional development.

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
- Accountability

Methodologies

When making decisions about teaching and learning, the DVCA staff will ask, “Does this action....”

- Personalize learning
- Maximize students’ future options
- Provide differentiated curriculum
- Promote original and creative outcomes
- Teach effective sequencing of tasks and time management
- Increase ability to collaborate
- Promote critical thinking
- Actively involve the student in decision-making
- Model skills and traits for success in college and career

Attendance

DVCA’s yearly calendar will follow the DJUSD Board of Education approved calendar. DVCA’s number of instructional minutes will meet or exceed the minimum number of instructional minutes required by the State of California and DJUSD. DVCA will work in partnership with DSHS to align alternative schedules including Articulation, Homecoming, Minimum Day, and Final’s Week schedules.

DVCA’s PBL instructional approach and emphasis on collaborative learning make attendance an

integral component of student success and community well-being. In addition to adhering to CA Ed. Code, DJUSD Board of Education Policies, and DJUSD Administrative Regulations for attendance, DVCA places a high value on positive attendance due to the interdependence created in the learning environment – the collaborative process cannot be effectively modeled, taught, and supported without a consistent connection to the classroom setting. DVCA's stated goal of an annual attendance rate of 96% or better illustrates this community expectation for students and families. As such, Da Vinci students and families are required to commit to being consistently on-time and present and to not exceed the allowable number of absences for excused absences, unexcused absences, unverified absences, truant tardies, or trancies.

When students do not meet attendance expectations set forth by CA Ed Code and DJUSD policy, DVCA utilizes interventions to support improved attendance including student and parent conferencing, community service, attendance contracts, in-school suspension, and referral to the Davis Police Department/DJUSD Truancy Outreach Program. When students are not able to attend school regularly due to medically documented reasons, Home-Hospital Instruction may be granted by DJUSD's office of Student Services. In other instances, wherein attendance is impacted, students may request Independent Study for a minimum of one day and up to a maximum of fifteen days in a school year. Students cannot exceed ten consecutive days of Independent Study.

What it Means to be an Educated Person in the 21st Century: The Da Vinci Charter Academy Ideal Graduate

Communication:

Da Vinci students articulate well-developed, complex ideas clearly and with confidence both verbally and in writing. They are able to adapt their language to the context and task, with the poise to express themselves to a variety of audiences.

Collaboration:

Da Vinci students balance confident contributions with effective listening, compromise, and support. They are able to work with people of varying mindsets, skills, perspectives, and strengths in diverse circumstances. Da Vinci students seek both individual and team success.

Learning Mindset:

Da Vinci students are motivated to seek challenge and are committed to lifelong learning. They embrace the idea that mistakes and setbacks present opportunities to develop and improve, and that knowledge and skill will grow through effort.

Critical Thinking and Problem Solving:

Da Vinci Students are creative, risk-taking innovators. They confidently apply knowledge and skills in unfamiliar contexts and across various domains, using a range of higher-order thinking skills to develop original solutions to complex problems.

Citizenship:

Da Vinci students embrace the responsibility of being positive contributors to their communities. They exhibit self-awareness while seeking to understand the needs, experiences and backgrounds of others. They consider the implications of their actions upon the broader community.

Self-Management:

Da Vinci students practice resourcefulness, perseverance, self-advocacy, and time-management in

order to develop healthy habits that promote independence and support their progress towards their goals.

Technological Literacy:

Da Vinci students understand the integral role of technology in today's society. They access and ethically utilize a variety of technological tools to support their learning. They continually adapt the type and application of technological tools to be prepared for the modern workforce and economy.

How Does Learning Best Occur?

Learning best occurs when the following conditions are present:

- Student interest is stimulated by challenging and interesting problems
- Students are encouraged to seek solutions and answers and apply them to real world situations rather than memorizing ideas, concepts or facts
- The relationship between student and teacher is based on trust, mutual respect and the facilitation of problem solving
- The relationship between students is one of mutual support and cooperation to reach common goals rather than simply friendship or competition
- Individual content objectives or standards are woven into projects that combine learning across disciplines
- Skills or ideas are not taught as isolated single visit concepts, but rather as a sequence of knowledge that builds to greater understanding and depth— what is learned in one unit is applied in subsequent units
- Technology serves to further the inquiry and knowledge of content area studies rather than as an end objective itself
- There is a close tie between current coursework and future goals
- The environment is supportive, caring, and safe
- Parents and community are partners in the learning environment

Curriculum

DVCA will continue to be a magnet, small learning community. A growing body of research indicates the advantages of small schools, in that a small school promotes high level of student engagement and positive school climate. Students at DVCA will continue to feel connected to teachers and less alienated from one another than in larger school populations. They will continue to feel valued and engaged within the school structure through mechanisms that sustain the learning environment, and the culture.

Da Vinci students take core classes and electives that are grounded in Project-Based Learning (PBL) with technology used as an integral tool for delivery of course content. Da Vinci class offerings meet requirements for graduation from the Davis Joint Unified School District (DJUSD) and provide students with the opportunity to meet admission requirements to the UC/CSU systems or other institutions of higher education. At all times, the educational setting reflects a business environment more than a traditional educational environment. Much like a business model, there are no class bells at Da Vinci High School. At Da Vinci Junior High, deliberate systems are in place to mirror a professional environment as is developmentally appropriate. The relationships between staff and student resemble facilitator to mentee rather than that of a directive teacher to compliant student. A different relationship exists through explicit expectations, conversations, and systems that value student voice and choice, which is predicated on a higher level of trust and respect than typically found in most schools. Students are empowered to take responsibility for their own learning as well

as the culture of the school and classroom.

The learning that happens at DVCA is highly innovative. Teachers empower students, partner with businesses and community organizations, address real problems (in the broader world and the local community), and students learn to approach challenges in a way that parallels the demands of their post-schooling lives. Da Vinci students have a high level of access to technology through a 1:1 computer ratio and access to a wide range of online learning tools such as the Google suite of applications and professional Adobe publishing and video software. Technology is embedded in instruction and used as a tool to promote deep inquiry and research, to contribute as digital citizens, to effectively collaborate, and to demonstrate student learning.

Project-Based Learning

The primary instructional methodology at DVCA is Project Based Learning (PBL). Project-Based Learning utilizes teacher-designed projects built upon State Content Standards, Common Core Standards, and identified School-wide Learning Outcomes (SLO's). Da Vinci teachers' projects are designed in accordance with established PBL Design Principles and PBL Teaching Practice Standards put forth by the Buck Institute for Education and the New Tech Network. The primacy of PBL as the mode for instruction is based on the conviction that students learn better when they see the relevance of skills and content. This is backed by a variety of research that demonstrates students retain knowledge better, gain deeper understanding, improve their performance on standardized tests, and are more highly motivated when engaged in PBL than in traditional instruction.

PBL is an instructional methodology that is a real-world, hands-on approach to solving problems - students learn content and acquire skills through a supported inquiry process that is driven by a relevant driving question or problem, and then apply their learning in a publicly demonstrated product. Rather than relying solely on traditional instructional practices such as lectures, quizzes, and tests, students are provided with challenging questions or problems to solve in which they must then apply the concepts they have learned. Student learning is made more meaningful when they must collaborate in their demonstration of understanding and defend their learning to an audience of peers, experts, or community members. California Common Core Standards form the basis for the major requirements or components of the projects and are reflected in the CCCS-based rubrics students use to guide the construction and quality of their final project.

Units of PBL instruction at DVCA will consist of the following:

- A project or problem assignment based upon California Academic Content Standards
- Processes which encourage student-driven inquiry
- A selection of resources, experts, and necessary skills
- Scaffolding assignments to assist students accessing content and acquiring skills
- Opportunities for student voice and choice
- Opportunities for collaboration
- Performance-based assessment by teacher, student, peers and community members using rubrics designed to provide feedback on students' understanding of California Common Core Standards and School Wide Learning Outcomes (SLO's)
- Student assessment of self and peers, their process, and their products
- Public demonstration of learning

Differentiated Instruction

Da Vinci Charter Academy values student-driven classroom instructional differentiation rather than

pathways that assume no need for differentiation. DVCA's project-based curriculum can be differentiated based on student need to meet demands for increased rigor or remediation of skills or content.

Students are identified for targeted intervention based on a variety of information including but not limited to 504 designation, I.E.P qualifications, standardized testing results (ELPAC, CAASPP, etc.), prior academic performance, parent reports, teacher observation, and classroom assessments. Once a student is identified to receive additional support, either remedial or advanced, the appropriate school team will be assembled to create the most effective solution for the student. Da Vinci's current Multi-Tiered Systems of Support (MTSS) model allows for multiple levels of intervention for social-emotional and academic needs, including: student study teams, access to Study Skills or other support class, flexibility in methods of demonstrating competency, conflict resolution supports, and support in developing healthy coping skills.

DVCA offers summer school in core Humanities Courses in grades nine through twelve through an innovative and successful model. Students are enrolled in order to recover credits. Coursework is designed to allow students to revisit units of study in which they did not demonstrate competency in the year(s) past rather than repeat the entire course. Students have the capacity to move at their own pace to complete multiple semesters and regain A-G eligibility. To maintain A-G eligibility or to achieve a passing grade in non-Humanities courses, Da Vinci students attend DJUSD secondary summer school classes.

As a public school of the Davis Joint Unified School District for purposes of special education services and funding pursuant to education Code section 47841, Special Education students will be placed through cooperation between the SELPA, the District, and the administration of DVCA. At the time of the IEP, a representative of DVCA will assist the IEP team in determining how to implement the IEP in DVCA's collaborative school for each special education student enrolled into DVCA.

DVCA will provide appropriate service for EL students. All Da Vinci teachers possess an EL Authorization in compliance with Commission on Teacher Credentialing (CTC) standards. Da Vinci teachers will provide appropriate, direct, specially designed academic instruction in English (SDAIE) instruction to EL students within the PBL curriculum. As part of DVCA's process, all teachers of EL students will be required to know the specific data about each student (i.e., ELPAC, grades, primary language) as well as specific interventions and direct instruction strategies that are appropriate. DVCA will also consider placement in EL support classes at Emerson Junior High and Davis Senior High School as appropriate.

DVCA participates in the National School Lunch program in full partnership with DJUSD Student Nutrition Services. DVCA works in partnership with the DJUSD to ensure full compliance with applicable state and federal mandates, including recently passed Ed Code Section 47613.5(a) pertaining specifically to charter schools' obligation to provide access to meals.

Course Offerings

DVCA provides a rigorous, college preparatory curriculum. As a member of the New Tech Network utilizing the NTHS Learning System, DVCA offers two-period academic core courses that place teachers into co-teaching teams. These pairs include:

- World Studies (World History/English 7)
- American Studies (U.S. History/English 8)
- World Studies (World Civilizations/English 10)

- American Studies (U.S. History/American Literature)
- Political Studies (American Government, Economics/English 12)

Other courses occasionally co-teach or integrate curriculum across subject when possible (e.g. a project between Geography and Biology in grade 9, Art and Physics, etc.). All course and transferability information will be available to students and parents in a course catalog accessible through the DVCA website or in hard copy in the Administration and Counseling Offices. The DVCA High School and DVCA Junior High Program offer a selection of courses that fulfill University A-G requirements and provide a broad course of study. These course offerings include but are not limited to:

Da Vinci Charter Academy Junior High School Course Catalogue

Required Courses

ENGLISH

Z20710 English 7-Literature & Writing
Z20800 English 8
Z20900 English 9 P

SOCIAL SCIENCE

Z56700 Social Studies 7
Z65800 United States History
Z65900 World Geography P (semester)

HEALTH

Z34600 Health (semester)

MATHEMATICS

Z40760 Common Core Math 2
Z40780 Common Core Math 3*
Z40770 Common Core Math 2/3*
Z40790 Integrated Math 1 P*
Z40795 Integrated Math 2 P*

SCIENCE

Z55700 Science 7
Z55810 Science 8
Z56100 Biology P

PHYSICAL EDUCATION

Z50700 Physical Education 7
Z50800 Physical Education 8
Z50900 Physical Education 9

REQUIRED FOR NEW DVCA STUDENTS

Z24300 Research & Communication (Year Long)
Z24350 Research & Communication (Fall Semester)

Electives

If the course is not offered at DVCA, students may take elective courses at Emerson Junior High School (see Emerson elective course description insert in DVCA catalog and at www.davincicharteracademy.net).

WORLD LANGUAGES

291000 Spanish 1 P
292000 Spanish 2 P*
293000 Spanish 3 P*
294700 Spanish Intermediate 1H P (ACTFL45)
294900 Spanish Intermediate 2H P (ACTFL55)

YEARLONG ELECTIVES THAT REQUIRE TRAVELING TO OTHER JR. HIGH SITES

294500 Spanish 4 Honors P*
251000 Chinese (Mandarin) 1 P
286000 Japanese 1 P
261000 French 1 P
262000 French 2 P*
263000 French 3 P*
271000 German 1 P

VISUAL & PERFORMING ARTS

140000 Art 1 P
244100 Drama P
460500 Concert Band P*
480200 Concert Choir P*
465000 Jazz Band P (audition required)*
454000 Orchestra P
454300 Advanced Orchestra P*

CAREER TECH ED/PRACTICAL ARTS

Z23122 Publications/Yearbook (yearlong)
384100 Agricultural Engineering A (semester)
384200 Agricultural Engineering B (semester)
433000 Computer Programming/Robotics (semester)
552500 SAVE (semester)
761100 Library Assistant (semester)
Z76560 Office Assistant (semester)

ADDITIONAL ELECTIVES

694500 Leadership (yearlong) (application required)
694500 Peer Helper (application required)
131600 Art/Ceramics (semester)
131100 Art Survey (semester)
450500 Beginning Chorus

452000 Intermediate Band
454300 Orchestra
Z77000 Teaching Assistant (TA)
Z90500 Study Hall
205251 Reading Lab (enrollment based on reading assessments and teacher recommendation)
743000 Communication Instruction (enrollment based on special education assessment)
743300 Communication Instruction Reading (enrollment based on special education assessment)
745150 Math Fundamentals (enrollment based on special education assessment)
Z71052 Math General (enrollment based on special education assessment)
Z74500 Study/Transition Skills (enrollment based on special education assessment)
Z18630 Computer Science Discoveries (yearlong)
810100 Free 1st Period (late start – must be off campus)
810700 Free 7th Period (early dismissal – must be off campus)

Notes:

- Courses with * have a prerequisite. Review the DVCA catalog and Emerson Elective course descriptions.
- Courses with a “P” fulfill A-G requirements, and are used in calculating UC/CSU GPA on transcripts.
- Availability of elective courses is dependent upon the number of course requests.
- If selecting a six period day, request a Free 1st period (late start – must be off campus) or Free 7th period (early dismissal – must be off campus). No credit is earned with a free period. This option will be honored when possible, but not guaranteed. This option requires parent/guardian approval.

Current DVCA Students Only

To register for first choice courses:

- Fill in the front side of this course request sheet, and include alternate elective choices.
- Use pin and password (on front side) to login to Q Student Connection, and request **only first choice** courses. <https://studentportal.djUSD.net>

Da Vinci Charter Academy High School Course Catalogue

WORLD STUDIES GRADE 10

Z21100 English 10 P
Z66500 World Civilization P

AMERICAN STUDIES GRADE 11

Z21400 American Lit P or Z21530 American
Lit Honors***
Z67100 US History P

POLITICAL STUDIES GRADE 12

Z24000 English 12/Senior Writing P
Z68110 US Govt & Politics and Z69610
Economics P

MATHEMATICS

Z40790 Integrated Math 1 P*
Z40795 Integrated Math 2P *
Z40797 Integrated Math 3 P*
Z40798 Accelerated Integrated Math 3 P*
Z41710 Precalculus P*
Z41800 Calculus AB AP P*
Z41670 Statistics AP P*

SCIENCE - Physical Sciences

Z56400 Environmental Science P*
Z61500 Chemistry P*
Z62000 Physics P*
Z62100 Physics Honors P***

SCIENCE - Life Sciences

Z56100 Biology P*
Z56600 Physiology & Anatomy P*
Z56350 Zoology & Botany P*

SPANISH

Z29100 Spanish 1 P
Z29200 Spanish 2 P*
Z29300 Spanish 3 P*
Z29450 Spanish 4 Honors P*
Z29500 Spanish 5 Lang AP P*

VISUAL & PERFORMING ARTS

Z14670 Art History AP*
Z24550 Drama P
Z24550 Drama, Advanced*
Z14500 Drawing & Painting P
Z14600 Drawing & Painting Advanced*
Z45500 Mariachi Band
Z15230 Photography P

Z15300 Photography Advanced
Z15190 Video/Filmmaking P
Z15180 Video/Film Advanced
Z14655 Studio Art Drawing AP**
Z14665 Studio Art 2-D AP**

PHYSICAL EDUCATION

Z50000 Physical Ed

INDEPENDENT LIFETIME SPORTS

Z51810 Fall Independent Lifetime Sports PE
Z52810 Spring Independent Lifetime Sports
PE (DSHS Athletics Only)

CAREER TECHNICAL ED/ PRACTICAL ART

Career Technical Education (CTE)
Z18750 Intro to Coding & Computer Science P
Z23450 Journalism 1 P
Z23460 Publications * (2nd year of
Journalism)
Z74500 Study/Transition Skills
(enrollment by permission only-see
counselor)

Practical Art

Z76300 Community Service Volunteer
(Children's Center Literacy Project)
Z77020 Teaching Assistant/YR
Z69400 Student Government (Leadership)
Z76310 Internship

HEALTH

Z34600 Health (semester)

OTHER ELECTIVES

Z21112 ACES 11/12
Z76353 Peer Helping
Z74500 Peer Tutoring
Z69320 Psychology P
810100 Free 1st (late start)
810700 Free 7th (early dismissal)

Notes:

- *Course has a prerequisite. See catalog.
- **Teacher permission/portfolio required.
- ***Students requesting Honors American Literature or Honors Physics placement must sign up for a Free 7th period in order to receive additional instruction/support.
- Courses with a P or AP are A-G approved for UC/CSU college eligibility.
- If required, submit AP/Honors contract with course request sheet

DVCA reserves the right to modify, add to or delete these courses in order to serve their students more effectively, share common elements of instruction with other New Tech Network partnership schools, and comply with district, state, and university requirements

All courses will meet applicable California Common Core standards and University of California A-G requirements when possible.

Staff Development

Staff at DVCA are provided with training in PBL and the New Tech Network's instructional model. As part of the New Tech Network, new staff are provided with opportunities for virtual and in-person training. New staff also receive PBL training by National Faculty from the Buck Institute for Education through an annual PBL 101 Workshop. Additionally, DVCA staff participates in summer training known as "Da Vinci Pregame" prior to the start of each school year. DVCA Pregame provides opportunity for staff to collaborate on developing systems and structures to further the teaching methodology and to perpetuate a strong, student-centered culture.

Da Vinci staff engage in weekly collaboration meetings. These meetings, which are developed collaboratively with the Da Vinci staff, provide opportunities for newer staff to learn structures and systems of Da Vinci and also allow for experienced staff to continue developing their expertise. The collaboration meetings follow a five-week, rotating schedule which addresses the following topics:

- Improving project-based instruction
- Improving implementation of Restorative Practices as a method of conflict resolution and school culture building
- Improving student support through Support Our Students (S.O.S.) counselor led protocols as part of the Multi-Tiered System of Support Process (MTSS)
- Improving classroom projects and school-wide systems through a Critical Friends Process
- Improving staff connectedness through community building activities

In addition to the topics above, time is built in to professional development meetings to address relevant and timely issues that periodically arise.

DVCA also provides Instructional Coaches at both of its sites. Instructional Coaches are current DVCA teachers that perform several key roles in supporting Project-Based and Problem-Based instruction. Instructional Coaches work with Administration to plan and implement professional development based upon identified strengths and challenges within the staff. Instructional Coaches provide support through one-on-one meetings with staff for consultation on project design or implementation. Instructional Coaches support staff on the implementation of the Learning Management System, Echo. Finally, Instructional Coaches work with administration to address identified areas of needed growth for teachers through classroom observation and consultation. Additionally, Da Vinci relies upon "in house" expertise; staff that are well-versed in PBL, certified by New Tech, or members of the Buck Institute for Education's National Faculty help to design professional development opportunities during weekly collaboration meetings. Currently, three Da

Vinci staff members have been designated, through the New Tech Foundation, as PBL Certified Teachers which indicates a level of proficiency in the teaching methodology as well as the capacity to model and teach peers.

Da Vinci Charter Academy also provides a Restorative Practices Coordinator (RP Coordinator). The RP Coordinator is a current DVCA teacher that has been trained in Restorative Practices through the International Institute for Restorative Practices. The RP Coordinator provides several key roles in supporting a restorative school climate, including consulting with staff on specific issues amongst students, receiving and processing requests for formal and informal restorative conferencing with staff, parents, and students, and providing periodic professional development for Da Vinci staff during weekly professional development meetings.

Finally, as a dependent charter school of DJUSD, Da Vinci staff participate in district-driven trainings facilitated by DJUSD and have access to additional, optional training offered by DJUSD.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

The students of DVCA will achieve the following outcomes:

1. **Proficiency in Da Vinci's School-wide Learning Outcomes (SLO's):** DVCA students will attain proficiency in the eight SLO's that are taught and assessed throughout its curriculum. These eight SLO's are aligned to Da Vinci's Graduate Profile and also significantly overlap with State Content Standards and Common Core State Standards. Each Da Vinci course utilizes a combination of SLO's to determine successful completion of the course, with Curricular Literacy forming the primary area of assessment. SLO's are identifiable on school-wide rubrics that are used to assess student performance. They are also identifiable in the gradebook for each course. Students, parents, and staff are able to monitor their progress in each SLO for each course as well as across all DVCA courses they are enrolled in during a given year. A description of each SLO is below.

- *Collaboration* - The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.
- *Critical Thinking* - This grade reflects the student's ability to perform higher order thinking skills including evaluation, synthesis and problem solving. Thinking analytically and creatively, using logical reasoning and interpreting information.
- *Curricular Literacy* - The State of California and DVCA have identified key knowledge that students should have when they graduate from high school. This grade reflects the student's knowledge and understanding of the concepts included in Content standards (Common Core, NGSS, etc.).
- *Learning Mindset* - Students build intelligence and skills through effort, practice, solicitation of feedback, revision, and seeking challenge. Students are given feedback and growth in their capacity to "learn how to learn" and monitor their own progress to be successful in tasks, school, and life.
- *Professionalism* - Students show the ability to submit complete and timely work that meets the expectations of academic and professional settings. Additionally, students demonstrate the ability to meet dress and communication standards required for a professional

environment.

- *Written Communication* - The ability to effectively communicate knowledge and thinking through writing. This is demonstrated by organizing and structuring ideas, using discipline appropriate language, and utilizing proper English Language conventions.
- *Oral Communication* – The ability to communicate knowledge and thinking through effective oral presentations.
- *Technological Literacy* - This grade reflects the student's ability to use technology to complete tasks and to enhance their performance. Many jobs require computer skills, technical knowledge and the ability to learn and adapt to new technologies.

2. **Graduation Rate:** DVCA students will attain a minimum graduation rate of 90 percent based on NCES Definition by school.
3. **Attendance Rate:** DVCA students will attain a minimum average student attendance rate of 96 percent as reported to California Department of Education.
4. **Graduation Requirements:** Meeting or surpassing the DaVinci High Charter Academy Graduation Requirements which are consistent and aligned to DJUSD secondary sites.

COURSE	DVCA GRADUATION REQUIREMENTS	
	CREDITS	YEARS
English	40	4 yrs.
Math ¹	20	2 yrs.
Life Science	10	1 yr.
Physical Science	10	1 yr.
World History/Civ.	10	1 yr.
U.S. History	10	1 yr.
Government	5	½ yr.
Economics	5	½ yr.
Physical Education	20	2 yrs.
Practical Art/ Career Tech Ed	5	½ yr.
Visual Performing Arts/Career Tech Ed/ World Language	10	1 yr.
World Language	-	-
Geography	5	½ yr.
Health	5	½ yr.
Sub-Total	150 or 155	
Electives	80 or 75	
TOTAL	230	-

¹ must include passing Integrated Math 1

NOTE: A one semester course meeting 3/5 periods/week for 18 weeks carries 5 semester credits. A one year course meeting 3/4 periods/week for 36 weeks carries 10 semester credits.

NOTE: It is possible to graduate a year or semester early if all graduation requirements are fulfilled. Students should obtain a petition and discuss this with a counselor.

GRADUATION DEFICIENCIES: It is school policy to allow seniors who have completed at least 220 of the 230 credits required, at the date of graduation, to participate in the formal graduation ceremonies if a plan for completing unfulfilled units is in place. Such plans can include summer high school courses, high school courses taken in the Fall semester of school immediately following graduation, or community college courses. If work is not completed by the end of the semester following graduation, a diploma from Da Vinci Charter Academy will not be issued.

5. **Proficiency in California State Standards:** DVCA students will attain proficiency in the California State Content Standards and the Common Core State Standards through state measurements of progress, such as the battery of tests included in the California Assessment of Student Performance and Progress (CAASPP) and through performance in academic grades in DVCA courses. CAASPP will not function as the sole determiner of student progress but will be used in conjunction with local DVCA measurements and assessments aligned to CA State Standards, such as:

- Classroom-based assessments of individual proficiency of standards and common formative assessments
- DJUSD administered assessments (i.e., 9/10 Writing Assessment; Mathematics Diagnostic Testing Project; PSAT; College Board tests)
- Public demonstrations of proficiency using California Standards-based rubrics

6. **Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities:** Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), DVCA's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in DVCA's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending DVCA, including our numerically significant student subgroups. The metrics associated with these goals help DVCA ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

ELEMENT 3: STUDENT ASSESSMENT

Da Vinci Charter Academy shall meet statewide standards and conduct pupil assessments as required by CA Education Code 60605. Da Vinci will also conduct pupil assessments as required by DJUSD. DVCA student progress will be assessed in all course curricular areas using the DVCA SLO's and reported in the school and district grade reporting platforms (currently ECHO, which is disaggregated into DVCA's SLO's and also reported in Aequitas, the DJUSD Student Information System).

DVCA students will also be assessed in their courses using a variety of methods. These methods will include authentic assessments such as performance on problem and project-based learning assignments, classroom and community-based presentations, subject matter achievement

assessments, written products, self-reflections, peer evaluations, and rubric-based teacher assessments. DVCA curriculum is developed and implemented by DVCA teachers in accordance with California State Standards and DVCA's Graduate Profile, and the DVCA Mission and Vision statements.

The DVCA Staff, the DVCA Advisory Board, the DVCA WASC Committee, and DJUSD District Staff review student achievement data each year and use the aforementioned measures to determine areas for commendation and recommendations for improvement. This cycle of improvement process is embedded in current structures such as Advisory Board, WASC review, DJUSD All Principals Meetings, and weekly DVCA Professional Development meetings.

DVCA is a unique program, offering a rigorous, college preparatory, collaborative, project-based program for all students. All students take the same rigorous core curriculum, and all students are expected to demonstrate competency in their courses, resulting in a high-quality education and preparedness for college or career. Specific elements of college and career preparedness at Da Vinci include an A-G aligned sequence of courses, opportunities for community college courses on-site, opportunities for internships, and CTE courses.

ELEMENT 4: GOVERNANCE STRUCTURE

Da Vinci Charter Academy shall operate as a dependent, indirect funded charter school under the jurisdiction and control of DJUSD. DVCA will purchase all educational support and other services from the DJUSD including but not limited to Special Education services, Business services, Student Services, and Human Resources services. DVCA and DJUSD have a Memorandum of Understanding (MOU) establishing and governing the payment of fees for the services provided by DJUSD. DVCA will follow the same oversight, review and evaluation policies and procedures as each of the schools in the district, which will be initiated by district staff and managed collaboratively between DVCA and DJUSD district staff.

Ultimate control over DVCA shall be vested in by the Governing Board of the Davis Joint Unified School District and/or its designee. The DJUSD Governing Board or its designee retains the right and authority to review, approve, revise, modify, amend or revoke any action, decision or recommendation of the DVCA School Advisory Board or DVCA Principal, including but not limited to the following:

- Preparation of the school's annual budget.
- Evaluation of the DVCA Principal and/or release from his/her administrative position.
- Review of the DVCA curriculum, instructional methods/strategies, and instructional calendar.
- Selection of student assessment practices beyond those mandated by applicable state law.
- Participation in the selection, hiring, evaluation and retention of all staff.

DVCA's local governance committee will be the Site Advisory Board. The DVCA Site Advisory Board's composition will include at least nine members including the principal as well as representation from staff, students, parents, and community members. The DJUSD Chief Business and Operations Officer shall also be a member of the DVCA Site Advisory Board. The DVCA Site Advisory Board will be appointed by the DVCA Principal, subject to the approval of the DJUSD Superintendent, except for parent representatives who shall be elected by the parents of pupils enrolled in DVCA. The Site Advisory Board has developed a set of governance procedures that document the Site Advisory Board's composition, terms of office, officers, committees, and meeting and decision making procedures. The Site Advisory Board developed the above-referenced policies in consultation with

the school's principal and with support of parent Boosters. These policies will continue to clarify and define the specific roles and responsibilities of the principal, the governance team, and other school staff and stakeholders. The Site Advisory Board may periodically revise its governance procedures, subject to review and approval by the DJUSD Governing Board or its designee

In addition to playing a key role on the Site Advisory Board, all parents will be encouraged to participate in the daily life of the school. All parents are provided opportunities to volunteer at school. Areas of involvement include participation in classroom presentations as well as parent classes and workshops on technology usage, college admissions and testing, and as experts on career, skills, experiences, and learning outside of the classroom. To this end, DVCA may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school as required by Education Code section 47605(n). The DVCA Booster club is an empowered group of parents and community members who collaborate with staff and students to promote positive school culture and support student learning.

DVCA will be non-sectarian in its programs, admission policies, employment practices, and all other operations. DVCA shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability.

DVCA and its Site Advisory Board shall comply with the Brown Act, Public Records Act, Political Reform Act, Education Code section 7050 *et seq.*, and all conflict of interest laws of general application to public agencies.

ELEMENT 5: EMPLOYMENT QUALIFICATIONS

DVCA will only retain or employ teaching staff who hold California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing equivalent to that which a teacher in other public schools would be required to hold and who meet the qualifications for qualified teachers under the guidelines of the California Commission on Teacher Credentialing. DVCA teachers will teach the core academic classes of Mathematics, English Language Arts, Science, Social Studies, as well as other elective courses. DVCA teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. All teachers hired at DVCA will possess English Learner Authorizations in order to serve EL students effectively as specified by California Commission on Teacher Credentialing.

Credentialed teachers will be allowed flexibility to teach non-core or non-college preparatory classes, as allowed by the Charter Schools Act (Ed. Code § 47605(l))

DVCA will retain or employ administrative and operational staff members that have demonstrative experience or expertise in the issues and work tasks required of them and who possess the same professional credentials as required of other administrators or operational staff in the District. Key positions at DVCA include the following teachers and staff:

- Core subject areas:
 - English Language Arts
 - Mathematics
 - Social Science
 - Science

- World Language
- Special Education
- Other subject areas:
 - Visual and Performing Arts
 - Physical Education
 - Other electives
- Staff:
 - Principal
 - Vice Principal(s)
 - Counselor(s)
 - Administrative Assistant(s)
 - Registrar
 - Instructional Technology Support
 - Internship Coordinator
 - Campus Safety Supervisor

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

DVCA will follow the District's procedures ensuring health and safety for students and staff, as set forth in DJUSD Board Policies, Administrative Regulations, and the DVCA's Comprehensive School Safety Plan.

Policies on the following health, safety, and risk management topics are included in the previously mentioned documents, and were developed in consultation with the District's insurance carriers:

1. Preventing contact with blood-borne pathogens
2. Training of instructional and administrative staff in emergency response which includes "first responder" training or its equivalent
3. Documenting required records of immunizations of students and staff, in compliance with public school mandates
4. Administering prescription drugs and other medicines
5. Providing alcohol, drug, and tobacco free schools and workplaces
6. Obtaining criminal background checks of all employees prior to employment as per Education Code Section 44237
7. Providing safe facilities which have been evaluated and found safe by a qualified structural engineer on possible seismic safety hazards
8. Ensuring there are procedures for responses to emergencies and natural disasters, including fires, earthquake, intruders on campus, etc.
9. All vendors will furnish fingerprint documentation per Ed Code Section 45125.1
10. Faculty and students will be examined for tuberculosis as required by law. Screening for vision, hearing, and scoliosis will be conducted through district services.
11. All classrooms are connected to the office as well as to the outside world.
12. If applicable, the stocking of feminine hygiene products pursuant to Education Code section 35292.6
13. Mandated reporter training pursuant to Education Code section 44691.
14. Lactating pupil accommodations pursuant to Education Code section 222.
15. Procedures regarding epinephrine auto-injectors (Epi-Pen) pursuant to Education Code section 49414.

16. Providing nutritionally adequate free or reduced price meals commencing in the 2019-2020 school year pursuant to Education Code section 47613.5 (AB 1871).
17. Compliance with Education Code Section 221.61 by posting in a prominent and conspicuous location on its web site the following information related to the federal regulations implementing Title IX of the Education Amendments of 1972:
 - A. The name and contact information of the Charter School's Title IX Coordinator, including the Title IX Coordinator's phone number and email address.
 - B. The rights of the pupil and the public and the responsibilities of the Charter School, which includes, but is not limited to, internet web links to information about those rights and responsibilities located on the website of the Office for Equal Opportunity and the U.S. Department of Education Office of Civil Rights (OCR), and the list of rights specific in Education Code Section 221.8.
 - C. A description of how to file a complaint under Title IX, which shall include all of the following:
 - (a) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
 - (b) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, web links to this information on the U.S. Department of Education OCR website.
 - (c) A link to the U.S. Department of Education OCR complaint form, and the contact information for the office, including the phone number and email address for the office.

Student and staff handbooks will include information on health and safety issues, and will be reviewed and updated annually. The Crisis Management Plan for DVCA will be specific to the new school site, and reviewed and updated on an annual basis.

ELEMENT 7: SCHOOL DIVERSITY

DVCA will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a balanced demographic among students that is reflective of DJUSD:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all groups represented in DJUSD.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various interest groups reflective of the community.
- The scheduling of outreach meetings in several areas of the community to reach prospective students and parents.

ELEMENT 8: ADMISSION REQUIREMENTS

DVCA will commence its recruitment early in the second semester of each year. DVCA will actively recruit incoming students in grades seven through twelve who are interested in attending its specialized Academy. DVCA may also recruit students in grades seven through twelve, as vacancies become available, from within and outside of the district. These transfer students will typically be accepted at that start of a new semester. Da Vinci Charter Academy retains the right to restrict the

enrollment of students who have been expelled from other districts, as do all other DJUSD schools.

DVCA will be designed to provide an environment to facilitate the teaching of a standards-based, rigorous curriculum ensuring that students will obtain language arts and mathematical literacy skills, technology proficiencies, problem-solving techniques, and collaborative strategies, all which will enable them to become self-motivated, competent, and lifelong learners. As such, applications must be complete and submitted within the application window. Additionally, students and families should consider the unique qualities of the educational program, including but not limited to the expectation that learning will require collaboration and positive attendance. Application materials are not used as an assessment for admission, but as items required for an application to be considered complete.

DVCA is and shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability. Subject only to capacity, admission to DVCA shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian within the state. Subject only to capacity and ability to meet certain student services or educational needs, DVCA shall admit all pupils who wish to attend the school. If the number of pupils who wish to attend DVCA exceeds the school's capacity, enrollment, except for the existing pupils of the school, shall be determined by a public random drawing or DJUSD Open Enrollment Procedures. Admission preferences, in the following order of priority, shall be applied prior to any public random drawing, as follows:

- Children of DJUSD Staff, Board of Education, and Site Advisory Board members
- Siblings of currently enrolled students

Pursuant to Education Code section 47605(d)(2)(B), the foregoing preferences and any other must comply with the following:

- (i) Each type of preference shall be approved by the chartering authority at a public hearing.
- (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- (iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In addition, an admission preference for a specified number of new pupils who reside within the DJUSD boundaries shall be applied prior to any public random drawing. A portion of new enrollments, to be annually determined, shall be reserved for district resident pupil admission preference purposes. If the number of district resident pupils seeking such admission preference exceeds the allocated seats, district resident admission preferences shall be determined by a public random drawing. District resident pupils who do not receive an admission preference shall be considered for enrollment with out-of-district resident pupils.

The school will establish an annual recruiting and admissions cycle which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students (3) an admissions application period (4) an admissions lottery if necessary and (5) notification of acceptance and enrollment. The school may fill openings available after this process using either a wait list or other non-discriminatory processes. Prospective students and their parents or guardians are informed regarding the school's instructional and operational philosophy and are informed of

the school's student related policies at an optional intake orientation. The student is then encouraged to "shadow" a student to ensure that they understand the program and its academic demands or attend a "student connect" day at DVCA. With the exception of a complete application, there are no admission criteria for DVCA. Rather, students and parents are strongly urged to carefully consider the nature of the program and the rigor of the curriculum prior to applying.

DVCA will not have organized interscholastic athletic teams. Efforts will be made to enable students wishing to attend DVCA to also participate in extracurricular activities, including athletics, within DJUSD schools.

ELEMENT 9: FISCAL AND PROGRAM AUDIT

In lieu of an independent audit, DVCA will be included within the annual audit of report of DJUSD. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school no later than December 15 following the close of each fiscal year. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year.

DVCA will be responsible to produce annually the School Accountability Report Card (SARC). As is required by law, Da Vinci Charter Academy will be accountable for a Local Control Accountability Plan (LCAP).

DVCA will compile and provide to the District and governing board on-going reports and data. These reports will, at a minimum, include the following data

1. Summary data showing student progress toward the goals and outcomes specified in Element 2: from assessment instruments and techniques listed in Element 3.
2. An analysis of whether student performance is meeting goals specified in Element 2 and 3 (Mastery of California Common Core Standards and Student Assessment).
3. Performance data on a school-wide basis desegregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
4. Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
5. Data regarding the number of staff working at the school and their qualifications.
6. A copy of the school's health and safety policies and/or a summary of any major change to those policies during the year.
7. Information demonstrating whether the school implemented the means listed in charter Element 7 to achieve a racially and ethnically balanced student population.
8. An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
9. Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
10. Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.
11. Da Vinci Charter Academy will participate in WASC accreditation and self-review, data

review, and follow all local control guidelines.

The charter school and charter-granting agency will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

DVCA will follow principles outlined for suspension and expulsion in accordance with DJUSD Board Policy and DJUSD Administrative Regulations.

The purpose of suspension or expulsion is to ensure a safe and effective learning environment. Expulsion is defined as a permanent removal from the school without re-enrollment privileges, and must be approved by the DJUSD Board of Education. Suspension is defined as a temporary removal from the school that may occur at the discretion of the DVCA Principal or designee.

A pupil shall be subject to suspension or expulsion whenever the DVCA Principal or his/her designee determines a pupil has committed one or more of the acts identified in Education Code sections 48900 *et seq.* DVCA suspension or expulsion proceedings shall be conducted in accordance with the provisions set forth in Education Code sections 48900 *et seq.* and applicable District Board Policies and Administrative Regulations.

When a student is suspended from school the absence shall be deemed unexcused, but coded “suspension” in the attendance record. At the sole discretion of the teacher, the student may be required to make up any or all of the student’s work, tests, projects, and homework due during the period of suspension.

ELEMENT 11: RETIREMENT SYSTEM

All District staff, certificated or classified, at DVCA will participate in the State Teachers Retirement System and/or Public Employees Retirement System. As members of their respective professional organizations, DVCA staff will have access to the same early retirement incentives available to the members of the DJUSD’s certificated and classified employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Students, who choose to discontinue their attendance at DVCA and live within the DJUSD, may transfer to other district schools in accordance with each school’s admission policies. Students who do not live within the District, but desire to continue at a school within the DJUSD, must pursue an inter-district transfer in accordance with existing enrollment and transfer policies. Students who do not live within the District and desire to transfer to a school outside of the DJUSD must enroll in their home district.

Admission to DVCA shall not be considered an immediate grant of admission to the other schools of DJUSD. Acceptance of non-district students is contingent upon the approval of an inter-district transfer agreement (IDT).

ELEMENT 13: DESCRIPTION OF EMPLOYEE RIGHTS

DJUSD shall be the public school employer of all employees at DVCA. DJUSD employees who elect to work at Da Vinci Charter Academy shall be certificated or classified employees of DJUSD and retain

all of the rights and privileges of DJUSD employment, except as expressly provided otherwise by the applicable collective bargaining agreements.

ELEMENT 14: DISPUTE RESOLUTION PROCESS

The resolution of problems that arise internally at DVCA will be resolved by the same processes that are in place among other schools within the DJUSD. The communication system that is composed of weekly Administrative Cabinet meetings in the District Office, e-mail and voice mail systems as well as frequent visits to sites, announced or unannounced, by district administration leads to a responsive mechanism to resolve problems.

The DJUSD, as part of its annual audit process, will review the state of the fiscal and program components of DVCA. In addition, DVCA will provide by means of a presentation to the Board of Trustees its annual performance report. Annually, the DJUSD Superintendent will notify the School Advisory Board as to whether the school is deemed to be making satisfactory progress relative to the goals specified in this charter. This annual notification may include specific recommendations for improvement.

Public Comments

The staff and governing board members of DVCA and the DJUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the district, the DVCA and DJUSD agree to present the issue in written format and refer the issue to the District Superintendent and DVCA Principal. A dispute that relates to an issue that could result in revocation of the charter shall be specifically noted in the written dispute statement.

The Principal and Superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify members of their respective governance teams who shall jointly meet with the Superintendent and the Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the decision of the Superintendent shall control, unless the DVCA School Advisory Board elects, within ten (10) calendar days of the Superintendent's determination, to submit the dispute to the DJUSD Governing Board for determination. The decision of the DJUSD Governing Board shall be final.

Oversight, Reporting, Revocation, and Renewal

The District Superintendent or designee may inspect or observe any part of the school at any time.

If the District Superintendent believes there is cause to revoke this charter, the Superintendent or

designee shall notify the DVCA Principal and DVCA School Advisory Board in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The DVCA School Advisory Board may petition for renewal of this charter no earlier than six (6) months and no later than three (3) months prior to the expiration of the charter. The DJUSD Governing Board shall consider renewal of the charter according to the standards, criteria and timelines specified in the Education Code section 47605.

ELEMENT 15: LABOR RELATIONS

The DJUSD shall be deemed the exclusive public school employer of the employees of DVCA for the purposes of the Education Employment Relations Act (EERA).

ELEMENT 16: SCHOOL CLOSURE PROCEDURES

Da Vinci Charter Academy will be operated by the DJUSD. As such, its assets and liabilities will be integrated into those of the District. In the event that Da Vinci Charter Academy closes, the school's assets will remain those of the District and will be audited as part of the audit specified above in Section I. The pupil records of the school will be maintained by the District.

TERM OF THE CHARTER

The term of this charter shall be for five school years, effective upon the date of charter approval by the DJUSD Governing Board and shall commence on July 1, 2019 and expire effective June 30, 2024.

AMENDMENTS TO THE CHARTER

Any amendments to this charter may be made by the DJUSD Governing Board after meeting and consulting with the DVCA School Site Advisory Board.

ATTACHMENT I: FIVE YEAR PROJECTED BUDGET

The budget reflects a proposed five-year plan for the school based on current costs and probable increases in costs, as well as current revenue and probable increases in revenue. DVCA has and will continue to work proactively and collaboratively with DJUSD to modify the organization of the budget, as well as to examine basic presuppositions of the budget, in order to access all funding, correct any poor assumptions, and reconcile district fees or expenses.

(SEE SEPARATE FIVE YEAR PROJECTED BUDGET ATTACHMENT)

ATTACHMENT II: IMPACT ON THE CHARTER AUTHORIZER

This attachment provides information regarding the potential effects of the charter school on the charter authorizer and/or the school district in which it will be located, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

It is DVCA's intention, as a dependent charter school, to remain a viable and connected member of DJUSD. As a result, DVCA welcomes the ability to problem-solve issues as they arise and create dynamic solutions that benefit DVCA, the district, and the community at large. Da Vinci Charter Academy will enroll up to 400 students, grades ten through twelve and up to 400 students in grades seven through nine. Capacity for the school and grade levels will be determined by the principal and the superintendent.

Da Vinci Charter Academy, as a dependent, indirect funded charter, will be covered under the DJUSD's insurance policies and shall purchase services from the DJUSD including Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. DVCA and DJUSD will produce a Memorandum of Understanding (MOU), upon the approval of the charter outlining fair and equitable fees for services rendered DVCA's projected budget was developed collaboratively and reflects fees that would be included in an MOU. As a result of being a dependent charter, DVCA will follow the same oversight, review and evaluation policies, and procedures as each of the schools in the district, which will be initiated by district staff and managed collaboratively between the school and district staff.

DVCA, in conjunction with DJUSD, will continue the charter renewal process every five years from the approval of the charter. The process will begin with the compiling of past annual evaluations from DJUSD staff, comprehensive student assessments, site and district level goals and evaluations, as well as any other data pertinent to the process. The DJUSD governing board will use the most recent evaluative criteria to measure the successes and identify areas for improvement of the charter. The governing board will be the renewing agency for the DVCA charter.

DVCA will require the use of district facilities for the operation of the school, which will include an office building capable of housing five office staff, a multi-purpose room for use by the PE and Drama department as well as food services, a lab science facility (adequate for Chemistry & Biology), one specialized art room, and 13 traditional classrooms.

ATTACHMENT III: PETITION SIGNATURES

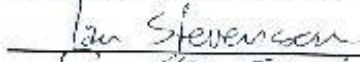
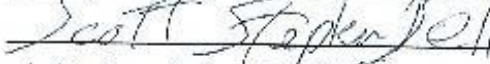
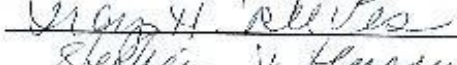
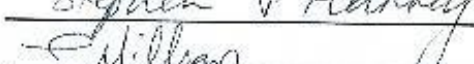
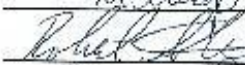
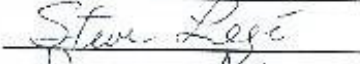

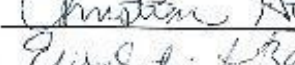

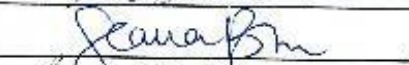
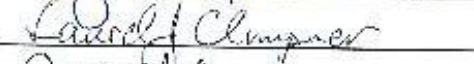

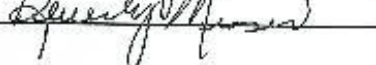
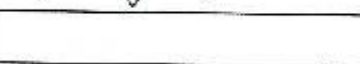
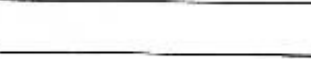
Additional signatures are on file in the district office.

ATTACHMENT III: PETITION SIGNATURES

Lead Petitioner: The signature of Matthew Best, Principal as Lead Petitioner.

 Dated 11/20/08

Petitioners: The first 12 signatures are of credentialed teachers currently teaching at Leonardo da Vinci High School. Seven signatures would be required to constitute the legal qualification for the petition (50% of 12 current teachers). The following signatures are of counselors and office staff.

	Dated <u>11/20/08</u>
	Dated <u>20 November 2008</u>
	Dated <u>11/20/08</u>
	Dated <u>11/20/08</u>
	Dated <u>11/20/08</u>
	Dated <u>11/20/08</u>
	Dated <u>11/20/08</u>
	Dated <u>11/20/08</u>
	Dated <u>11/21/08</u>
	Dated <u>21. Nov. 2008</u>
	Dated <u>21, Nov. 2008</u>
	Dated <u>11/21/08</u>
	Dated <u>11-21-08</u>
	Dated <u>12-2-08</u>
	Dated <u>12-2-08</u>
_____	Dated _____
_____	Dated _____
_____	Dated _____

Subsequent pages of signatures of parents of actual students who are meaningfully interested in having their child attend Leonardo da Vinci High School will be submitted promptly after the petition submission.

ATTACHMENT IV: DVCA CLASSROOM TEACHER JOB DESCRIPTION

Overview

At Da Vinci Charter Academy (DVCA) the instructional approach requires teachers to act as facilitators and lead students in project based learning (PBL) curriculum. A one-to-one student to computer ratio helps to support DVCA's practices. Students count on teachers to support them academically and personally through the strong relationships developed in the classroom.

Requirements

Staff will meet the following criteria:

1. Use Project Based Learning (PBL) as their mode of instruction and seek opportunities to integrate cross-curricular learning.
2. Model and demand deep individual and collective reflection, networking, collegiality, and mutual support.
3. Make contributions to the learning experience in a variety of ways. Staff will handle non-traditional work hours, collaboration time and adjunct duties for the betterment of the DVCA school community.
4. Actively participate with the Director/Principal to collaboratively lead the school through a shared decision making process.
5. Be required to attend an annual week-long PBL certification workshop in addition to workshops and trainings over the course of the year.
6. Maintain a school-wide SLO's-based grading system.
7. Create and maintain an environment that promotes a positive working relationship with students, increases student achievement, and develops lifelong skills.
8. Be able to work in a highly collaborative environment and are willing to follow existing curriculum, while also working to create new projects, in conjunction with grade level or content level teams. Where appropriate, teachers will maintain a collaborative curricular calendar, assignments and assessments.
9. Be flexible, resourceful, innovative, adaptive to change and can effectively manage the design and execution of learning experiences, both formal and informal, that are very responsive to the needs of students and the context in which learning is taking place.
10. Actively participate in the establishment of policies and procedures that make sense for the unique teaching and learning environment.
11. Show confidence in working with new technology and various application packages.
12. Model the learning expectations for students regarding life-long learning and professional behavior.

Preference:

New Tech Network PBL (New Tech Network Foundation Project-Based Learning) certification preferred.

DJUSD classroom teacher job description

In addition to the above qualifications teachers will be responsible for the items below as currently described in the general DJUSD classroom teacher job description.

1. Assumes responsibility for the care, discipline and instruction of pupils and for all pupils of the school outside of class hours as assigned.
2. Teaches in accordance with the abilities and achievements of the pupils assigned in his or her classes, and in conformance with the district philosophy, goals and objectives as expressed in the Board's adopted courses of study.
3. Enforces all rules governing the conduct of pupils, which may be prescribed by law, by the Board, the superintendent, or the principal.
4. Maintains hygienic conditions and practices in the classroom as they may affect the health of the pupils and shall report promptly to the principal any accident or illness.
5. Uses the grading system or other means of reporting pupil progress and evaluating pupil achievement that has been prescribed or approved, reports to the parents, either by personal interview or written form, as directed.
6. Participates in the preparation and execution of the teacher evaluation agreement as adopted by the Board.
7. Acts and speaks with the highest ethical standards of the profession in her relationships with parents, pupils and colleagues.
8. Endeavors to grow professionally through knowing pupils, parents, and community.
9. Cooperates in in-service education committee work, and utilizes supervisory and auxiliary services provided by the school district and the community.
10. Endeavors to keep informed concerning new developments in the field of education and particularly in her specific field.
11. Requisitions, cares for, and protects school property and uses efficiently school supplies and equipment.
12. Keeps the principal informed concerning matters affecting school policies and the educational program.
13. Attends regularly meetings called or authorized by the principal or superintendent.
14. Keeps all records requested for educational inventory, and business accounting, and follows established attendance procedures regarding pupil absences.
15. Credential: Valid California Teaching Credential authorizing service for the assigned subject(s) and/or class.
16. Education: Bachelor's degree, including all courses needed to meet the credential requirements.
17. Experience: Practice teaching and/or necessary teaching experience to meet credential requirements.
18. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

ATTACHMENT V: SAMPLE CURRICULUM

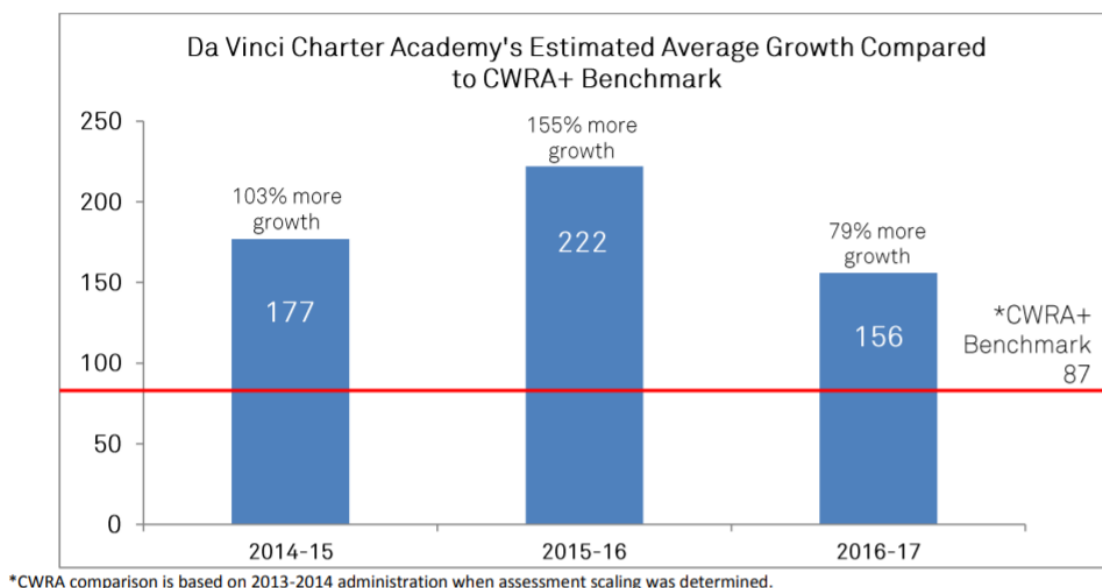
(SEE SEPARATE CURRICULUM ATTACHMENTS)

ATTACHMENT VI: SUPPORTING DATA

CWRA Report

To gauge student growth and attainment of deeper learning, New Tech Network utilizes the College and Work Readiness Assessment (CWRA). The CWRA, administered by the Council for Aid to Education, uses realistic performance tasks to assess four domains of deeper learning: analytical reasoning and evaluation, writing effectiveness, writing mechanics and problem solving. The assessment compares seniors in NTN schools to seniors in other schools administering the CWRA, compares NTN seniors to freshman in colleges across the country, and measures students' growth of deeper learning during high school.

Growth of Deeper Learning



As DVCA, DJUSD, the State of California, and the nation move towards teaching, assessing, and gauging capacity for college and career readiness, CWRA results provide a an affirming data point for success of DVCA's program. The graphic above indicates substantially higher growth for DVCA students from grade nine to grade twelve, when compared to other schools using the CWRA assessment (these school consist of a mixture of traditional, PBL, and college freshman). In the school years 2013-14 through 2016-17, DVCA students performed well-above the benchmark for all schools administering the CWRA assessment (data is not available for 2017-18) at this time.

Internships

Da Vinci provides students with the option of completing a semester-long internship program with local organizations and businesses. Participation in the program has been

Year	Number of Internships Complete
2014 - 15	n/a
2015 - 16	n/a
2016 - 17	47
2017 - 18	35

Post-Secondary Information

SAT: The table below shows SAT mean score results for the last four graduating classes at DVCA.

	SAT Reading	SAT Writing	SAT Math
2014-15	589	558	573
2015-16	587	552	575
	SAT Reading & Writing		
2016-17*	620		600
2017-18	606		592

*The format for score reporting changed 2016-17.

ACT: The table below shows ACT mean score results for the last four graduating classes at DVCA.

	ACT Reading		ACT Writing		ACT Math
2014-15	26.2		25.7		24.5
	Composite	English	Math	Reading	Science
2015-16*	26.1	26.1	25.6	26.8	25.1
2016-17	26	27	25	28	25
2017-18	24		23	25	23

*The format for score reporting changed 2015-16.

A-G Completion Rates

	Percentage of Graduate Attaining CSU/UC Eligibility
2014-15	n/a
2015-16	n/a
2016-17	81%
2017-18	85%

Community College & University Enrollment

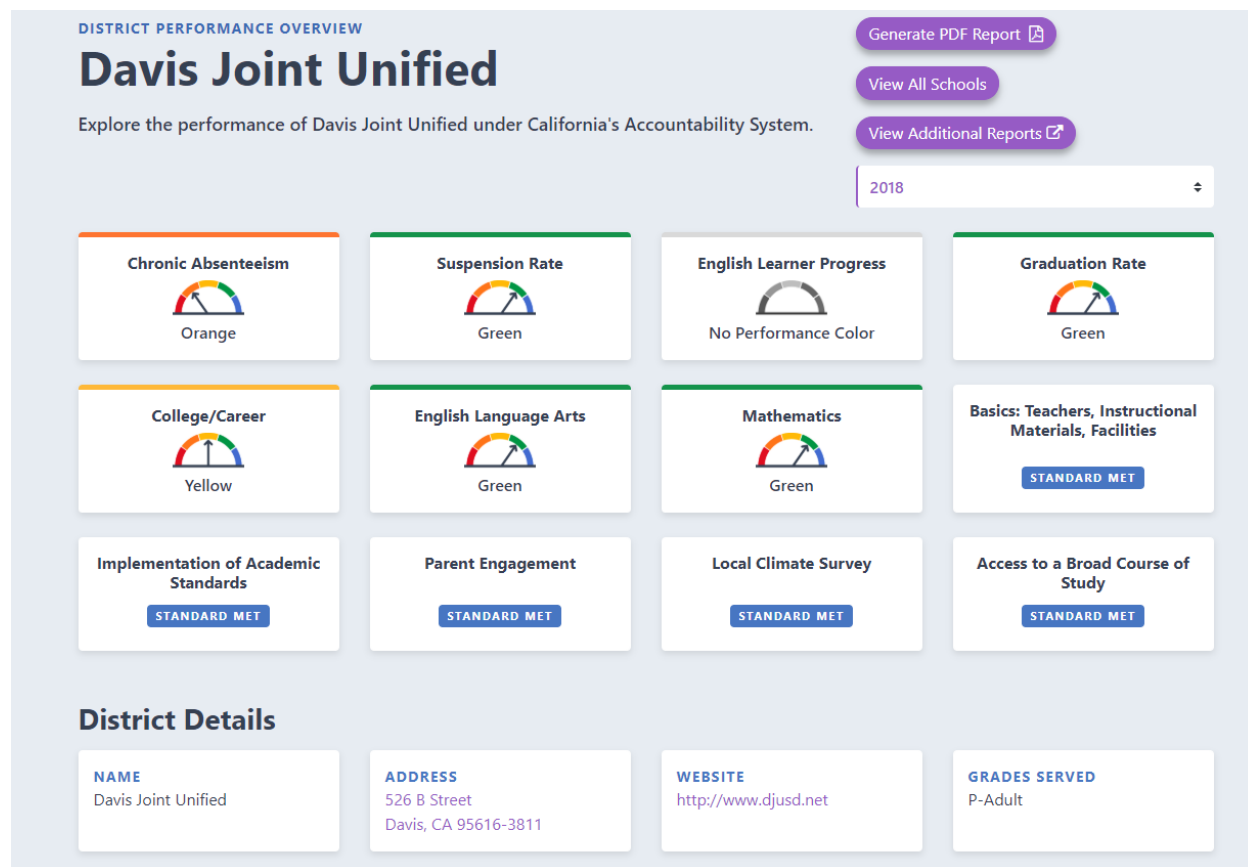
	Community College	Four-Year University	Other
2014-15	23%	69%	8%
2015-16	26%	66%	8%
2016-17	26%	67%	7%
2017-18	31%	61%	8%

The four metrics above are above state-wide averages and are comparable to other DJUSD schools providing strong data points for demonstrating a college going culture and adequate college preparation through the DVCA program.

Attendance

Year	Attendance Rate
2014-15	95.26
2015-16	94.82
2016-17	94.74
2017-18	95.27

Dashboard Indicators – Exhibit B



Davis Joint Unified (Yolo County, CA)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Green	Green	Yellow	Green	Green
English Learners	Orange	Green	None	None	Yellow	Green
Foster Youth	Yellow	Orange	None	None	Red	Red
Homeless	Red	Red	Green	Red	None	None
Socioeconomically Disadvantaged	Orange	Yellow	Green	Orange	Yellow	Yellow
Students with Disabilities	Orange	Orange	Yellow	Yellow	Yellow	Yellow
African American	Yellow	Yellow	None	None	Orange	Orange
American Indian or Alaska Native	None	Red	None	None	None	None
Asian	Yellow	Blue	Blue	Blue	Blue	Blue
Filipino	Yellow	Blue	None	None	Blue	Blue
Hispanic	Orange	Green	Green	Orange	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Green	Blue	Green	Blue	Blue
Two or More Races	Yellow	Yellow	None	None	Blue	Blue

Da Vinci Charter Academy (Davis, CA)



Davis Joint Unified

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Green	Blue	Yellow	Yellow	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Green	None	None	Yellow	Yellow
Students with Disabilities	None	Yellow	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Green	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Yellow	None	None	Orange	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Green	Blue	Orange	Green	Green
Two or More Races	None	None	None	None	None	None

ATTACHMENT VII: THE DA VINCI GRADUATE PROFILE



Da Vinci Charter Academy

Est. 2004 ♦ Innovative ♦ Inclusive ♦ Collaborative

Communication: Da Vinci students articulate well-developed, complex ideas clearly and with confidence both through writing and verbally. They are able to adapt their language to the context and task with the poise to express themselves to a variety of audiences.

Collaboration: Da Vinci students balance confident contributions with effective listening, compromise and support. They are able to work with people of varying mindsets, skills, perspectives and strengths in diverse circumstances. Da Vinci students seek both individual and team success.

Learning Mindset: Da Vinci students are motivated to seek challenge and are committed to lifelong learning. They embrace the idea that mistakes and setbacks present opportunities to develop and improve, and that knowledge and skill will grow through effort.

Critical Thinking: Da Vinci Students are risk-taking innovators. They confidently apply knowledge and skills in unfamiliar contexts and across various domains, using a range of higher order thinking skills to develop original solutions to complex problems.

Citizenship: Da Vinci students embrace the responsibility of being positive contributors to their communities. They exhibit self-awareness and know their place in a community while seeking to understand the needs, experiences and backgrounds of others. They consider the implications of their actions upon the broader community.

Self-Management: Da Vinci students practice resourcefulness, perseverance, self-advocacy, and time-management in order to develop healthy habits that promote independence and support their progress towards their goals.

Technological Literacy: Da Vinci students understand the integral role of technology in a knowledge society. They access and ethically utilize a variety of technological tools to support their learning. They strive to continually adapt the type and application of technology to be prepared for the modern workforce and economy.

