

Da Vinci Charter Academy School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Da Vinci Charter Academy School
Street	1400 East Eighth St
City, State, Zip	Davis, CA 95616
Phone Number	(530) 757-7154
Principal	Troy Allen
E-mail Address	tallen@djUSD.net
Web Site	
Grades Served	7-12
CDS Code	57726780119578

District Contact Information	
District Name	Da Vinci Charter Academy
Phone Number	(530) 757-5300
Superintendent	Superintendent Winfred Roberson
E-mail Address	superintendent@djustd.net
Web Site	www.djustd.net

School Description and Mission Statement (Most Recent Year)

The curriculum and instructional methodology at Da Vinci Charter Academy is project-based, which facilitates the rigorous development of critical thinking, collaboration, and communication skills. We integrate our projects across subject areas to create a coherent experience of interdisciplinary learning. Besides mastering the state content standards, students at Da Vinci Charter Academy learn project management, leadership, and problem-solving processes for sound decision-making and are given explicit instruction and assessment feedback on collaboration as well as learning mindset. Our school is part of a broader national network as a member of the New Tech Network. Through ongoing professional development opportunities and a shared technological learning management system, we collaborate and leverage resources from teachers throughout New Tech. Da Vinci intentionally works to develop a school culture based on trust, respect and responsibility, which sets us apart from some traditional organizations that function on authority and competition. Our small size and emphasis on collaboration help us to foster a safe and supportive learning environment.

All stakeholders in our community, including staff, students and parents, are treated as partners in shared leadership. This promotes collaborative decision-making and a vested interest in our overall success. Da Vinci Charter Academy's vision is characterized by a progressive learning environment uniquely able to prepare students to excel in a diverse and technologically advanced society. We do this by engendering and eliciting in students the skills and resilience to maximize their potential as learners and human beings. We are guided by the following principles: When making decisions that affect individuals or groups within our school we will ask, "Does this advance . . ." a sense of community, concern and respect for others, trust, healthful living, autonomy, adaptability and resilience, problem-solving, personal integrity, and life-long learning. When making decisions about teaching and learning within our school, we will ask, "Does this action..." customize learning, maximize students' future options, produce original and creative outcomes, teach effective sequencing of tasks and time management, increase ability to collaborate, promote critical thinking, actively involve students in decision-making, and model skills and traits for success.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	89
Grade 8	94
Grade 9	89
Grade 10	117
Grade 11	113
Grade 12	103
Total Enrollment	605

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.8
Asian	6.1
Filipino	1.5
Hispanic or Latino	13.1
White	73.1
Two or More Races	3.3
Socioeconomically Disadvantaged	10.2
English Learners	1
Students with Disabilities	8.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	28	24	394
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99.5	.5
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.4	.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: October 15, 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 10th Language of Literature, World, McDougal Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009	Yes	0%
Mathematics	Geometry, Prentice Hall, 2008, Algebra 2, McDougall Littell, 2007, Trigonometry, DC Health, 1996, Trigonometry, A Unit Circle Approach, Pearson, 2008, Pre-Calculus, Holt, 2004, Algebra 2, Holt, 2004 (Algebra 2/Trig), Calculus Early Transcendental, Brooks-Cole, 2007 (Calc BC), Thomas' Calculus Early Transcendental, Addison-Wesley, 2007 (Calc AB), 2008 (Transition to College), Stats Modeling the World, Pearson, 2007 (Statistics), Practical Mathematics for Consumers, Globe Fearon, 2004 (Consumer Math), Integrated Math I, College Preparatory Mathematics, 2015, Integrated Math II, College Preparatory Mathematics, 2015, Integrated Math III, College Preparatory Mathematics, 2015	Yes	0%
Science	Earth Science, Physical Science, Glencoe, 2002 (Earth Science), Prentice Hall Biology, Prentice Hall, 2002 (Biology, ZooBot, Int. Ag Bio), Biology, Scott Foresman, 2001 (AP Bio), Prentice Hall Chemistry, Prentice Hall, 2002 (Chemistry), Chemistry: A Central Science, Prentice Hall, 2000, (AP Chem). Chemistry in the Community, Freeman, 2008 (Chem Com), Conceptual Physics, (Physics) Hole's Physiology and Anatomy, McGraw Hill, 2003 (Physiology), Visualizing Environmental Science, Prentice Hall, 2003 (Env. Sci) Physics, Wiley, 2007 (Honors Physics) Physics Principles with Applications, Prentice Hall, 1998 (AP Physics)	Yes	0%
History-Social Science	Modern World History: Patterns of Interaction, McDougal Littell, 2006 (World Civ), American Vision, Modern Times, McGraw Hill, 2007 (US History), Enduring Vision, Houghton Mifflin, 2007 (AP US History), Introduction to Human Geography, Prentice Hall, 2000 (Human Geography), Economics: Policies and Practices, Glencoe, 2000 (Econ), Economics, Policies and Principles, Southwestern Publishing, 2009, 1999 (AP Econ), Magraders American Government, Prentice Hall, 2002 (Gov), American Government: Institutions and Policies, Houghton Mifflin, 2006 (AP Gov)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1-3, Avancemos! Holt McDougal, 2010, 1996, Spanish 4, Imagina, Vista Higher Learning, 2007, Spanish 5, iA toda Vela EMC Publishing, 2008, French 1-3, C'est A Toi, EMC Paradigm, 2007, German 1 & 2, Deutsch Aktuell, 1997, German 3-6, Kaleidoskop, McDougal Littel, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%
Health	Health, Perspectives on Health, HEATH, D.C, 1996 (10-12)	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Lab Science requirements are adequate.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Da Vinci Charter Academy is split between two sites; the junior high school (grades 7-9) is a shared campus program housed in five portables at Emerson Junior High School, and the high school is housed a converted elementary school, Valley Oak, originally built in 1953.

The Valley Oak campus is also shared with five state preschool programs, though the majority of classrooms are used by Da Vinci High School. DVCA moved onto the campus in 2009 after leaving a shared campus arrangement at Davis Senior High School. As an older site in the district, in 2000 there were renovations done to ensure ADA compliance. This also included the installation of networking equipment. As a technologically reliant school, however, Da Vinci plans to upgrade the networking infrastructure throughout 2012 to ensure reliable and fast internet connectivity. This will include replacement of switches, access points, core hardware, and internet filter. In 2009, Da Vinci also added a portable classroom equipped for science classes.

The junior high school is currently housed in the B-wing of the Emerson campus in West Davis. This wing of the campus is equipped with wi-fi for internet connectivity for all students. There are five class sets of laptops available for students to use. Long term facilities vision includes either an entirely new campus for the entire Da Vinci program or bringing both the junior high and high school programs to one site. In 2003, the original plan was to build a new school in West Village as part of expansion at UC Davis. The footprint for the site is still available, but tight funding makes this project impossible as of now.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/9/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Mice in classroom 16. Contact pest management company. Stained ceiling tile in classroom 17. Establish work order.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/9/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Repair teble electrical connection in classroom 14. Repair switch cover in classroom 20. Establish work orders.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Filler wall between portable classrooms 24 7 25 pushed in. establish work order
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tripping hazard east of classroom 19. Establish work order.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/9/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	67	68	44
Mathematics	59	64	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	88	81	92.0	12	17	43	20
	8	91	87	95.6	9	33	47	8
	11	110	83	75.5	5	12	39	45
Male	7		51	58.0	16	24	37	14
	8		48	52.7	15	33	44	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		57	51.8	5	16	37	42
Female	7		30	34.1	7	7	53	30
	8		39	42.9	3	33	51	10
	11		26	23.6	4	4	42	50
Black or African American	7		1	1.1	--	--	--	--
	8		1	1.1	--	--	--	--
American Indian or Alaska Native	7		0	0.0	--	--	--	--
	8		1	1.1	--	--	--	--
	11		1	0.9	--	--	--	--
Asian	7		8	9.1	--	--	--	--
	8		6	6.6	--	--	--	--
	11		4	3.6	--	--	--	--
Filipino	7		3	3.4	--	--	--	--
	8		1	1.1	--	--	--	--
	11		2	1.8	--	--	--	--
Hispanic or Latino	7		9	10.2	--	--	--	--
	8		15	16.5	7	33	53	7
	11		7	6.4	--	--	--	--
White	7		57	64.8	14	14	44	23
	8		57	62.6	12	33	47	4
	11		66	60.0	3	12	38	47
Two or More Races	7		3	3.4	--	--	--	--
	8		5	5.5	--	--	--	--
	11		3	2.7	--	--	--	--
Socioeconomically Disadvantaged	7		9	10.2	--	--	--	--
	8		12	13.2	8	58	33	0
	11		3	2.7	--	--	--	--
Students with Disabilities	7		4	4.5	--	--	--	--
	8		8	8.8	--	--	--	--
	11		5	4.5	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	88	80	90.9	14	29	26	29
	8	91	87	95.6	17	26	20	30
	11	110	83	75.5	12	16	41	31
Male	7		50	56.8	16	30	24	28
	8		48	52.7	19	21	21	33
	11		57	51.8	12	16	40	32
Female	7		30	34.1	10	27	30	30
	8		39	42.9	15	33	18	26
	11		26	23.6	12	15	42	31
Black or African American	7		1	1.1	--	--	--	--
	8		1	1.1	--	--	--	--
American Indian or Alaska Native	7		0	0.0	--	--	--	--
	8		1	1.1	--	--	--	--
	11		1	0.9	--	--	--	--
Asian	7		8	9.1	--	--	--	--
	8		6	6.6	--	--	--	--
	11		4	3.6	--	--	--	--
Filipino	7		3	3.4	--	--	--	--
	8		1	1.1	--	--	--	--
	11		2	1.8	--	--	--	--
Hispanic or Latino	7		9	10.2	--	--	--	--
	8		15	16.5	13	33	27	13
	11		7	6.4	--	--	--	--
White	7		56	63.6	18	23	27	29
	8		57	62.6	18	26	19	32
	11		66	60.0	11	15	42	32
Two or More Races	7		3	3.4	--	--	--	--
	8		5	5.5	--	--	--	--
	11		3	2.7	--	--	--	--
Socioeconomically Disadvantaged	7		9	10.2	--	--	--	--
	8		12	13.2	42	42	17	0
	11		3	2.7	--	--	--	--
Students with Disabilities	7		4	4.5	--	--	--	--
	8		8	8.8	--	--	--	--
	11		5	4.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	84	80	83	83	82	81	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	81
All Students at the School	83
Male	84
Female	82
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	66
White	84
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	58
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

DaVinci Charter Academy offers Journalism. Additionally, DaVinci students may enroll in Davis Senior High School CTE courses of Computer Programming & Robotics (semester), Exploring Woods (semester), Industrial Tech (semester), Journalism P, Publications, Ag Engineering, Art & History of Floral Design, Auto Tech- Advanced, Auto Tech- Basic, C++, Drafting, Fashion and Design (Clothing), Food Science 1A, Intro to Robotics, Ornamental Horticulture, and Stagecraft Production

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	85
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	65%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	68.89
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	96.47

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	89	84	77	83	44	47	57	56	58
Mathematics	88	89	88	89	46	51	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	18	21	61	12	38	50
All Students at the School	23	21	56	13	52	36
Male	20	27	53	7	59	34
Female	25	14	61	19	44	38
White	21	21	58	11	55	34
Students with Disabilities	64	29	7			

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.50	30.60	28.20
9	13.60	31.80	42.00

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

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

To become involved at our school, please contact our secretary, Adela Johnson, who will route all inquiries to our Booster Club. Her email address is ajohnson@djustd.net.

The Da Vinci Booster Club provides tremendous support for our students and staff. They provide monthly staff luncheons, an email list that serves our parents, fund-raising for enhancements to classrooms, and scholarship money for students. At this time, parent involvement in our school is not a requirement. However, many parents contribute to the school by donating money, bringing food for various events, offering expert help, acting as panel members for major presentations, coordinating eScrip or donations, or volunteering their general assistance.

Additionally, we have created a Wellness Team that works toward health and wellness of Da Vinci students and families; Wellness Team and Booster Club work collaboratively to bring Parent Education to DVCA parents.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.90	1.00	0.00	2.40	1.50	3.40	13.10	11.40	11.50
Graduation Rate	96.30	98.96	97.62	94.85	97.45	95.14	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	101.19	97.32	84.6
Black or African American		76.19	76
American Indian or Alaska Native		100	78.07
Asian	120	95	92.62
Filipino		133.33	96.49
Hispanic or Latino	100	96.33	81.28
Native Hawaiian/Pacific Islander		200	83.58
White	101.45	98.29	89.93
Two or More Races	66.67	103.7	82.8
Socioeconomically Disadvantaged	87.5	78.57	61.28
English Learners		33.33	50.76
Students with Disabilities	88.89	92.52	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.47	3.24	2.81	3.86	3.72	2.42	5.07	4.36	3.80
Expulsions	0.17	0.15	0.00	0.02	0.02	0.01	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

We are all looking forward to the day when we will move to a new space planned expressly for our methodologies and philosophies, infrastructures and resources. Until then we are utilizing a converted Elementary site. The buildings are kept clean by good janitorial service and a great pride in appearance on the part of the students. All buildings are safe, sound, and meet ADA codes. Da Vinci is fully integrated into the campus wide emergency preparedness plan, and we have a campus supervisor available to assist us with any serious student misbehavior or urgent needs. We do not have bells and do not wish to, and students are not required to have hall passes within our setting. Students move in an orderly way consistent with a workplace model. Our district boasts a weekly collaboration meeting at our secondary schools, an invaluable resource for all aspects of school improvement.

During our time together each Wednesday morning our small staff generates common lesson plans and assessments, shares anecdotes of student success, identifies possible obstacles, plans for expansion and recruitment, and discusses both the practical and emotional challenges of teaching in a unique model in a community with high standards and unwavering vigilance. Our staff has also outlined goals for professional development which are serviced during the collaboration period.

The time also provides opportunities for shared leadership in curriculum and allows each staff member to invest in our shared vision for our students. Each summer our staff attends the week-long training on our campus. During this training we aligned our school vision and mission with our staff expectations. Veteran staff members led new teachers through a vital training to learn the Echo Learning Management System (LMS) and the methodology of project-based learning. We were impressed by the public statements of commitment to student achievement through trusting, respectful relationship and personal responsibility. We also revisited and edited student and staff pledges, which outline standards of student and staff behavior.

Pledges are posted in each classroom along with our vision, mission, and learning outcomes. Each aspect of the pledge was discussed during the first three days of school at length, and each student signed a pledge that is then put on file. Our strong sense of community and caring has been exemplified by the results of a district wide student climate survey. The survey attempts to provide hard data to how students feel about their school, teachers and classmates. We feel that this data is particularly valuable in a small school, because the pulse of the school dramatically effects what is happening in the classroom, particularly when students are required to collaborate with their peers and teachers in a very demanding way. Our survey results were very positive and they express the feeling of many students that they are cared for by staff, the school is a safe place to attend and they feel positively about their experience.

Our school has worked diligently to have all staff trained in Restorative Practices and we spend reflective time as a staff once monthly on the wellness of our students, as well as practicing our restorative skills. Student trainings have been held and our site is systematically working to improving the feeling of student connectedness and capacity to heal harm.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	29	2	12	6	29	1	14	7	27	3	15	6		
Mathematics	27	3	15	3	30	1	15	5	26	6	10	7		
Science	29	3	7	5	30	1	12	4	29	1	16	2		
Social Science	31	1	11	6	31		13	7	29	2	10	8		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	202
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	9,878	1,368	8,510	54,441
District	N/A	N/A	7,046	\$67,244
Percent Difference: School Site and District	N/A	N/A	20.8	-19.0
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	59.1	-21.4

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

Types of Services Funded (Fiscal Year 2014-15)

In 2014-15 Da Vinci Charter Academy received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,305	\$42,315
Mid-Range Teacher Salary	\$59,425	\$66,451
Highest Teacher Salary	\$79,525	\$85,603
Average Principal Salary (Elementary)	\$104,453	\$105,079
Average Principal Salary (Middle)	\$111,180	\$111,005
Average Principal Salary (High)	\$118,111	\$121,310
Superintendent Salary	\$178,000	\$189,899
Percent of Budget for Teacher Salaries	39%	39%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside DJUSD, staff has opportunities during the school year and summer to complete professional development activities. These activities are supported by federal, state, and local funding and generous local parcel taxes. The professional development within Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators, staff also has the opportunity to collaborate with grade level/content peers through the Common Core Collaboration Grants, and collaboration opportunities are built in to all of the professional development sessions. DJUSD also has instructional coaches that provide professional development through model lessons, collaborative planning and in context learning. Examples of recent DJUSD professional learning activities include:

- * Site Developed Training (K-12) provided professional development to meet specific needs of site staff; professional development sources included outside trainers, teacher-trainers/experts, and administrators.
- * DJUSD Secondary (7-12) Grade Level Articulation breakout sessions provided a venue for teacher experts to share with their colleagues and facilitate discussions on a variety of topics related to the Common Core State Standards as they applied to secondary education.
- * UC Davis Mathematics Project Teacher Leadership program (K-12) trained math and English Learner specialists to collaborate on how to address significant instructional shifts in the Common Core State Standards (CCSS) for mathematics.
- * English Language Learner Support (K-12) trainings in the area of English Language Long-Term Learner at Yolo County Office of Education; in addition to in-district trainings for the administration of English Language Development assessments.
- * UC Davis Math Project Series presented by DJUSD content expert and UC Davis Math Project presenter.
- * Next Generation Science Standards focus professional development and collaboration.
- *Science in the River City
- *Area 3 Writing Project writing series for K-6
- *Project Based Learning Conference and series presented by DJUSD experts
- *Gender Inclusiveness training
- *Anti-bullying series of workshops
- * Yolo County Mental Health First Aid
- *Restorative Practices
- *Behavior Prevention Strategies
- *Staff Book Clubs and collaboration time