

Da Vinci Charter Academy School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Da Vinci Charter Academy School
Street	1400 East Eighth St
City, State, Zip	Davis, CA 95616
Phone Number	(530) 757-7154
Principal	Tyler Millsap
E-mail Address	tmillsap@djud.net
Web Site	http://davincicharteracademy.net/
CDS Code	57726780119578

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

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Grade 7	91
Grade 8	90
Grade 9	91
Grade 10	101
Grade 11	106
Grade 12	104
Total Enrollment	583

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.9
Asian	6.2
Filipino	1.4
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.7
White	69.8
Two or More Races	3.8
Socioeconomically Disadvantaged	8.6
English Learners	0.7
Students with Disabilities	9.4
Foster Youth	0.3

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	24	26	391
Without Full Credential	0	0	1	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.1	1.0
All Schools in District	94.0	6.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	89.4	10.6

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 2016-17)

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Da Vinci Charter Academy is split between two sites; the junior high school (grades 7-9) is a shared campus program housed in five portables at Emerson Junior High School, and the high school is housed a converted elementary school, 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 of the most recent FIT report: 12/2016				
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	Office - Stained ceiling tile, screw holes in the wall, and a broken cabinet handle. Room 10 - Nail//Screws holes in wall. Room 11 - Paint on wall by door and a stained ceiling tile. Room 11A - Screw holes in wall and has a chipped counter. Room 17A - Ceiling tile chipped, tackable surfacing ripped, and a missing blind slat. Room 17 - Ceiling tile stained, stained counter, and stained carpet. Room 14 - Stained floor tile and counter. Room 13 - Stained floor tile and counter. Room 19 - West wall needs painting. Room 20 - Tackable surfacing ripped. Room 21 - Cracked ceiling tile and discolored floor. Room 23 - Floor tile cracked. Room 24 - Floor tiles cracked. Room 25 - Floor tiles cracked and has a stained ceiling tile. Room 26 - Ceiling tile stained, stained counter, paint on tackable surfacing, and a cabinet door is missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 24 - Light diffuser cracked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 15 - Sink/Faucet needs repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	74	69	71	44	48
Mathematics	61	65	65	65	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	91	87	95.6	74.7
	8	89	81	91.0	69.1
	11	101	92	91.1	78.7
Male	7	55	53	96.4	79.3
	8	54	50	92.6	64.0
	11	54	53	98.2	75.0
Female	7	36	34	94.4	67.7
	8	35	31	88.6	77.4
	11	47	39	83.0	83.8
Hispanic or Latino	7	19	19	100.0	68.4
White	7	55	52	94.5	75.0
	8	64	57	89.1	71.9
	11	75	70	93.3	80.9
Socioeconomically Disadvantaged	7	11	10	90.9	70.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	91	87	95.6	62.1
	8	91	87	95.6	62.1
	11	101	92	91.1	68.1
Male	7	55	53	96.4	69.8
	8	55	53	96.4	69.8
	11	54	53	98.2	64.2
Female	7	36	34	94.4	50.0
	8	36	34	94.4	50.0
	11	47	39	83.0	73.7
Hispanic or Latino	7	19	19	100.0	36.8
	8	19	19	100.0	36.8
White	7	55	52	94.5	65.4
	8	55	52	94.5	65.4
	11	75	70	93.3	69.6
Socioeconomically Disadvantaged	7	11	10	90.9	50.0
	8	11	10	90.9	50.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80	83	79	82	81	78	60	56	54

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	193	175	90.7	79.4
Male	114	106	93.0	84.0
Female	79	69	87.3	72.5
Asian	13	12	92.3	66.7
Hispanic or Latino	30	29	96.7	72.4
White	135	120	88.9	80.8
Socioeconomically Disadvantaged	16	15	93.8	53.3
Students with Disabilities	17	13	76.5	38.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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

DJUSD currently offers pathways in the fields of Agriculture, Automotive, and Technology. Additional pathways of Science, Media Art & Entertainment and Robotics are currently in development.

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

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

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	28
% of pupils completing a CTE program and earning a high school diploma	4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	68.89
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	99.0

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.8	17	38.6
9	19.5	24.1	28.7

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.

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 (School Year 2016-17)

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

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

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

Finally, there are a variety of parent connections available through our school website such as The Compassion Project, the eSCRIP donations, nighttime project demonstrations, chaperoning field trips, and fundraisers. Information on these events can be accessed through our school website at <http://davincicharteracademy.net>

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.00	0.00	0.00	1.50	3.40	3.00	11.40	11.50	10.70
Graduation Rate	98.96	97.62	100.00	97.45	95.14	94.37	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	97	95	86
Black or African American	100	88	78
American Indian or Alaska Native	0	100	78
Asian	75	98	93
Filipino	100	100	93
Hispanic or Latino	100	87	83
Native Hawaiian/Pacific Islander	0	0	85
White	99	97	91
Two or More Races	67	97	89
Socioeconomically Disadvantaged	100	90	66
English Learners	100	54	54
Students with Disabilities	88	83	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.2	2.8	3.8	3.7	2.4	3.0	4.4	3.8	3.7
Expulsions	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 that time, Da Vinci Charter Academy remains a split-site school with the 7-9 campus housed within the Emerson Junior High. The 10-12 high school campus is across town on the multi-use site that was formerly Valley Oak Elementary School. The high school campus shares facilities with several district and county programs, including a pre-school, Head Start program, and adult school.

Da Vinci's facilities are kept clean and functional by capable custodial staff, and the district Maintenance & Operations Department. This staff takes great pride in safety and upkeep of the campuses, ensuring that buildings are safe and meet ADA codes. Da Vinci is fully integrated into the DJUSD wide emergency preparedness plan, and has a Campus Supervisor and Community Liaison Officer available to assist with safety concerns. The Da Vinci School Comprehensive Safety Plan outlines how staff will respond to any threats to safety on campus. This is a public document that can be accessed in the Da Vinci High School office. This year, the plan was updated to reflect stricter and clearer protocols for communicating to all staff on campus. Particular attention was paid to coordinating with the other district and county programs on campus. The intercom system, email messaging, and radio communication have been updated to allow for efficient communication in an urgent situation. Along with DJUSD, Da Vinci's safety plan utilizes School Messenger to quickly communicate to the parent community. The Da Vinci staff participated in a week-long exercise known as "Safety Week" from October 3 through October 7, 2016 to learn and practice the response to urgent events such as a natural disaster, health emergency, or violent threat. With the Advisory Board's input, the 2016-17 Safety Plan was reviewed and approved on October 12th 2016.

Da Vinci does not have bells and does 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 Wednesday collaboration meetings, 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 lead 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. Da Vinci's strong sense of community has been exemplified by the results of a district wide student climate survey.

Finally, Da Vinci has made a commitment to utilizing Restorative Practices to address conflict on campus. We have two Restorative Practice Coordinators and an RP referral system that students can access. This system supports resolving conflict in healthy ways in order to avoid ongoing conflict that can impact student and staff well-being.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	1	14	7	27	3	15	6	26	7	16	0
Mathematics	30	1	15	5	26	6	10	7	23	9	12	2
Science	30	1	12	4	29	1	16	2	27	4	15	0
Social Science	31		13	7	29	2	10	8	27	2	10	1

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	194
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.10	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11,454	2,080	9,374	49,708
District	N/A	N/A	7,315	\$64,865
Percent Difference: School Site and District	N/A	N/A	28.1	-23.4
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	65.1	-30.5

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

Types of Services Funded (Fiscal Year 2015-16)

In 2015-16 DaVinci Charter Academy received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,305	\$43,821
Mid-Range Teacher Salary	\$59,425	\$69,131
Highest Teacher Salary	\$79,525	\$89,259
Average Principal Salary (Elementary)	\$104,453	\$108,566
Average Principal Salary (Middle)	\$111,180	\$115,375
Average Principal Salary (High)	\$118,111	\$125,650
Superintendent Salary	\$181,560	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	6%	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 2015-16)

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	25.9

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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

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

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)