

Da Vinci Charter Academy School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Dr. John Bowes
E-mail Address	superintendent@djud.net
Web Site	www.djud.net

School Description and Mission Statement (School Year 2018-19)

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 and 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	98
Grade 8	99
Grade 9	99
Grade 10	106
Grade 11	105
Grade 12	88
Total Enrollment	595

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	6.1
Filipino	1.7
Hispanic or Latino	19.3
Native Hawaiian or Pacific Islander	0.8
White	65.4
Socioeconomically Disadvantaged	18.0
English Learners	1.3
Students with Disabilities	11.4
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	23	26	407
Without Full Credential	1	2	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

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%
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 Littell, 1998, Japanese 1-5 Yookoso, Glencoe, 1995- 2007, Chinese 1-4, Integrated Chinese, Cheng & TSUI Co., 2005	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 the "B Wing" and several portable buildings at Emerson Junior High School, and the high school is housed at a converted elementary school, the Valley Oak Campus, originally built in 1953. Both campuses are served by the DJUSD Maintenance and Operations Department (M & O) to ensure custodial services are provided and to address repair and improvement needs. DVCA routinely works with M & O to address safety and repair needs in a timely and effective manner to ensure student and staff safety and effective operating conditions.

The Valley Oak campus is shared with county and district preschool programs, though the majority of classrooms are used by Da Vinci High School. DVCA moved onto the campus in 2009 after leaving a shared campus arrangement at Davis Senior High School. As an older site in the district, there were modest renovations done in 2000 to ensure ADA compliance. In 2009, DVCA also added a portable classroom equipped for science laboratory classes. As a technologically reliant school, however, Da Vinci has allocated considerable resources to improving the wireless infrastructure. As of 2017, all classrooms provide filtered Internet access with a modern server and OpenDNS monitoring system paid for and maintained by DVCA staff to ensure CIPA compliance.

The junior high school is currently housed in the B-Wing of the Ralph Waldo Emerson Campus in West Davis. This wing of the campus is equipped with wi-fi by DJUSD to provide internet connectivity for all students. There are class sets of chromebooks available for students to use. DJUSD M&O serves the Da Vinci Junior High and Emerson facilities in the same capacity that it serves the DVHS campus, with systems in place for M & O to address safety and repair needs in a timely and effective manner to ensure student and staff safety and effective operating conditions.

In 2017-18, DVCA participated in a Master Plan Facilities process conducted by DJUSD Staff, the Board of Education, and LPA Inc. Architectural Firm. Through this process, DVCA staff developed a vision for meeting its long-term facilities needs and for unifying its program on a single campus. This vision is articulated in the DJUSD Facilities Master Plan, a publicly available document outlining the overall district plan for modernizing its facilities

Additionally, the City of Davis approved a facilities bond known as Measure M in November of 2018. This bond allocates a total of \$150 million over approximately an eight-year period to various sites across DJUSD. Approximately \$50 million in additional state revenue for facilities is anticipated. These two funding sources together compose the DJUSD Measure M Program. The DJUSD Board of Education and DJUSD Staff are in the process of prioritizing projects that will be funded by the approximately \$200 million of anticipated Measure M Program funds. At this time, the Valley Oak Campus is scheduled to receive approximately \$1.9 million for improvements in technology infrastructure and safety upgrades while the shared Da Vinci Junior High/Emerson Campus is scheduled to receive approximately \$4.5 million for new science classrooms. Additional renovations for the Valley Oak Campus are not prioritized in the Measure M program but have been identified for future bond measures and specify approximately \$14 million in facility improvements. These benefits would only be realized if an additional, voter-approved bond measure was passed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Broken light fixture lens in a classroom & broken light switch covers. Work order placed for repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/20/18	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	74.0	63.0	69.0	70.0	48.0	50.0
Mathematics (grades 3-8 and 11)	55.0	59.0	64.0	66.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	278	94.24	63.31
Male	169	162	95.86	59.88
Female	126	116	92.06	68.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	66.67
Filipino	--	--	--	--
Hispanic or Latino	57	55	96.49	45.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	179	92.75	68.16
Two or More Races	18	18	100.00	66.67
Socioeconomically Disadvantaged	62	57	91.94	54.39
English Learners	12	9	75.00	22.22
Students with Disabilities	45	38	84.44	28.95
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	281	95.25	59.07
Male	169	163	96.45	60.74
Female	126	118	93.65	56.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	68.75
Filipino	--	--	--	--
Hispanic or Latino	57	54	94.74	48.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	182	94.3	61.54
Two or More Races	18	18	100	61.11
Socioeconomically Disadvantaged	62	57	91.94	45.61
English Learners	12	10	83.33	30
Students with Disabilities	45	39	86.67	30.77
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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

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

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

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

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	13
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	70.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	80.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.0	30.9	31.9
9	22.6	15.1	38.7

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

There are a variety of opportunities for parental involvement in the DVCA community. DVCA has an active Booster Club that provides direct support to students and staff in a variety of ways. The Boosters 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 at ajohnson@djsud.net or (530) 757-7154. Mrs. Johnson will route all inquiries to our Booster Club Presiden Grace DeMasi.

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

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

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

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

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.0	0.0	3.0	1.6	2.0	10.7	9.7	9.1
Graduation Rate	100.0	100.0	100.0	94.4	96.3	94.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.0	95.9	88.7
Black or African American	100.0	92.9	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	98.3	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	88.8	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	97.3	97.4	92.1
Two or More Races	80.0	92.3	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	41.2	56.7
Students with Disabilities	100.0	79.6	67.1
Foster Youth	0.0	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.8	6.1	4.7	3.0	2.9	2.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

Da Vinci’s facilities are kept clean and functional by capable custodial staff, and the district Maintenance & Operations Department. This staff takes great pride in the safety and upkeep of the campuses, ensuring that buildings are safe and meet ADA codes. Da Vinci is fully integrated into the DJUSD-wide emergency preparedness plan and has an on-site Campus Safety Supervisor and direct access to a School Resource Officer from the Davis Police Department to address safety concerns. The Da Vinci School Comprehensive Safety Plan outlines how staff will respond to all disasters or threats or to student safety on campus. The Safety Plan is a public document that can be accessed in the Da Vinci High School Office, the Ralph Waldo Emerson Junior High Office, the Da Vinci Junior High Office and the DJUSD District Office. The 2017-18 Comprehensive Safety Plan, has been updated to reflect stricter and clearer protocols for communicating to all staff on campus in an emergency. Particular attention was paid to coordinating with the other district and county programs on campus to streamline parent and community messaging. The intercom system, email messaging system, and radio communication are tested and updated annually to allow for efficient communication in an emergency situation. Along with DJUSD, Da Vinci’s safety plan utilizes School Messenger notification system to quickly communicate to the parent community via email and phone. The DVCA staff participates bi-annually in a week-long exercise known as “Safety Week.” The 2018 Fall Safety Week occurred from October 1st through October 5th. A second Spring Safety Week will occur from March 18 through March 22 of 2019. Safety Week drills allow staff and students to learn and practice the response to urgent events such as a natural disaster, health emergency, or violent threat. With the Da Vinci Advisory Board’s input, the 2018-19 Safety Plan was reviewed and approved on October 16 of 2018.

Like a professional work setting, DVCA does not utilize a bell system. Additionally, students are not required to possess a hall pass. Students move in an orderly way consistent with a workplace model. The DJUSD secondary school schedule provides a weekly staff collaboration meeting, an invaluable resource for addressing aspects of school improvement, including safety. During Wednesday collaboration meetings, the DVCA staff conducts professional development of PBL practices, conflict management, student and staff wellness, student interventions, and community building. In 2018, the Fall Safety Week implementation was reviewed and debriefed during Wednesday morning collaboration, specifically on September 12, October 3, and October 10.

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	24.0	7	18		27.0	4	12	8	27.0	4	12	8
Mathematics	24.0	11	9	4	19.0	17	12	1	23.0	11	15	
Science	28.0	2	17		28.0	3	12	5	30.0	2	10	7
Social Science	27.0	1	18	1	30.0	3	8	8	29.0	3	11	5

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	194
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12738.25	2317.87	10420.38	57186.48
District	N/A	N/A	7705.19	\$69,412
Percent Difference: School Site and District	N/A	N/A	30.0	-15.9
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	45.3	-26.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In 2016-17 DaVinci Charter Academy received funding and services through the following state and local resources: Local Control Funding Formula, Davis Parcel Tax, Davis Schools Foundation, and Davis School Arts Foundation.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,811	\$47,547
Mid-Range Teacher Salary	\$61,825	\$74,775
Highest Teacher Salary	\$86,253	\$93,651
Average Principal Salary (Elementary)	\$108,671	\$116,377
Average Principal Salary (Middle)	\$115,671	\$122,978
Average Principal Salary (High)	\$122,883	\$135,565
Superintendent Salary	\$215,000	\$222,853
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	0	N/A
Social Science	0	N/A
All courses	4	11.5

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)