

# Da Vinci Charter Academy - High School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Da Vinci Charter Academy - High School
<b>Street</b>	1400 East Eighth St
<b>City, State, Zip</b>	Davis, CA 95616
<b>Phone Number</b>	(530) 757-7154
<b>Principal</b>	Tyler Millsap
<b>Email Address</b>	tmillsap@djUSD.net
<b>School Website</b>	<a href="https://www.davincicharteracademy.net/">https://www.davincicharteracademy.net/</a>
<b>County-District-School (CDS) Code</b>	57726780119578

## 2022-23 District Contact Information

<b>District Name</b>	Da Vinci Charter Academy
<b>Phone Number</b>	(530) 757-5300
<b>Superintendent</b>	Matthew Best
<b>Email Address</b>	superintendent@djUSD.net
<b>District Website Address</b>	www.djUSD.net

## 2022-23 School Overview

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 relocated to the Valley Oak Campus and shortly after that, Da Vinci Junior High School was founded 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.

DVCA 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, DVCA 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 Canvas, the school's Learning Management System. The DVCA Graduate Profile (viewable at [www.davincicharteracademy.net](http://www.davincicharteracademy.net)) embodies the skills, dispositions and attributes that the program desires to instill in its graduates. The DVCA Mission and Vision Statements are:

### Vision Statement

Da Vinci Charter Academy envisions a learning environment uniquely able to prepare students to excel in a diverse, technologically-advanced society and to craft their own valued educational experience.

### Mission Statement

Da Vinci Charter Academy seeks to engender and elicit in students the characteristics, skills, and dispositions embodied in the Da Vinci Graduate Profile in order to prepare them for college, career, and life, in the rapidly changing 21st Century.

### Guiding Principles

When making decisions that affect individuals or groups within DVCA, we will ask, “Does this advance....”

- Sense of community
- Concern and respect for others

## 2022-23 School Overview

- Trust
- Healthful living
- Autonomy
- Adaptability and resilience
- Personal integrity and ethical behavior
- Dynamic problem solving
- Lifelong learning

Da Vinci, now in its nineteenth year of operation, remains committed to its core mission of graduating students that are prepared for college and career but also continues to evolve to changing conditions. Most recently, Da Vinci Charter Academy has added two CTE Pathways in Software & Systems Development and Digital Media Arts. These programs are housed in brand new \$18 million dollar, state-of-the-art building called the Pamela Mari Da Vinci Tech Hub complete with industry standard learning spaces which opened in August of 2022. Other new campus projects include a science lab, Physical Education Locker Rooms, and increased parking and outdoor learning spaces. Da Vinci Charter Academy also expanded the high school to include grades 9-12 and increased its enrollment in grades 7 and 8 at Da Vinci Junior High School.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	121
Grade 8	106
Grade 9	121
Grade 10	82
Grade 11	81
Grade 12	87
Total Enrollment	574

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.5
Male	55.4
American Indian or Alaska Native	1.2
Asian	7.5
Black or African American	2.4
Filipino	0.5
Hispanic or Latino	22.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.7
White	58.0
English Learners	1.4
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	15.3
Students with Disabilities	18.5

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.70	82.20	338.00	85.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	2.84	4.10	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	2.27	8.60	2.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.51	16.70	4.26	12115.80	4.41
Unknown	2.10	8.11	26.50	6.73	18854.30	6.86
<b>Total Teaching Positions</b>	<b>26.40</b>	<b>100.00</b>	<b>394.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.60	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.60</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	1.00	
<b>Total Out-of-Field Teachers</b>	<b>1.10</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.30	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	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, District adopted novel collections for all grade levels for all students.	Yes	0%
<b>Mathematics</b>	College Preparatory Mathematics, Core Connections, Integrated 1 College Preparatory Mathematics, Core Connections, Integrated 2 College Preparatory Mathematics, Core Connections, Integrated 3 College Preparatory Mathematics, Precalculus Key Curriculum Press, Statistics in Action; understanding a world of data Pearson/ Addison Wesley, Thomas' Calculus Early Transcendentals, 11th Edition	Yes	0%
<b>Science</b>	Earth Science: Earth Science, Glencoe, 2022 Earth Science: Physical Science, Glencoe, 2022 SAVVAS. Miller Levine Biology for 3 course model Student Edition & Digital 8-year license Grade 9-12. 2020 SAVVAS. Experience Chemistry for California. Student Edition 8-year & Digital Courseware Grade 9-12. 2021 Open Stax, College Physics, 2012 Pearson. Environment: the science behind the stories. Withgott & Laposata. 2021. Prentice Hall, Biology. Miller & Levine. 2002. (This is the old Biology text that is still being used as the 'official text' for Zoology & Botany	Yes	0%
<b>History-Social Science</b>	edford, Freeman & Worth, Thinking About Psychology, High School Version. National Geographic Learning/Cengage, Human Geography: a spatial perspective McGrawHill. CA Impact Grade 10 World History, Culture, & Geography: The Modern World. SAVVAS/Pearson Learning Company. United States History: The Twentieth Century (California Edition) 2019. National Geographic/Cengage Learning. Epack: K12AE Principles Economics AP ed + MT 8YR. Mankiw 9th Edition McGrawHill. CA Impact Grade 12 Principles of Economics & Principles of American Democracy.	Yes	0%
<b>Foreign Language</b>	Holt McDougal. Avancemos 1. 2010 Holt McDougal. Avancemos 2. 2010 Holt McDougal. Avancemos 3. 2010 Vista Higher Learning. Imagina: espanol sin barreras. 2008 EMC Publishing. !A Toda Wela! 2008	Yes	0%
<b>Health</b>	Health Connected. Teen Talk High School for grades 9-12. 2018. Public Health - Seattle & King County. High School FLASH, Lessons for grades 9 - 12.	Yes	0%
<b>Visual and Performing Arts</b>	no text; teacher created materials		
<b>Science Laboratory Equipment (grades 9-12)</b>	Lab Science requirements are adequate.	Yes	0%



## School Facility Conditions and Planned Improvements

Da Vinci Charter Academy is currently split between two sites. Da Vinci Junior High School (DVJH) (currently grades 7-8) is a shared campus program housed in the "B Wing" and several portable buildings at the Da Vinci/Emerson Junior High School. Da Vinci High School (DVHS) is housed at a converted elementary school, formerly known as Valley Oak Elementary School, 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 Da Vinci High School Campus was previously shared with county and district preschool programs but that program has relocated as of the start of the 2021-22 school year. The DVHS program has relocated its administration, counseling, IT support, and some classrooms to a renovated and more suitable space at the front of the campus. 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 2019, 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. In March of 2019, the DJUSD Board of Education approved several actions to improve the current DVCA campuses as part of a \$200 million district bond program, known as Measure B, along with a CTE Facilities Grant Award. The DVCA program was allocated approximately \$18 million dollars through the Bond program and \$3 million dollars from state CTE Facilities matching grant. The new and renovated facilities opened in August of 2022 and have transformed the physical campus through a Tech Hub Community Building, CTE classroom spaces, a new science lab, a MakerSpace, a Computer Lab, an Audio/Video Production Room, a Fabrication Room, a Physical Education Office and Locker Rooms, and increased onsite parking and outdoor learning spaces. Da Vinci Charter Academy has also expand the high school to include grades 9-12, increasing total enrollment from approximately 300 to approximately 400 students.

The Da Vinci Junior High School Program is currently housed in the "B-Wing" of the shared DVJH/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. Through another Measure B Bond Project, the shared DVJH/Emerson Campus received several new science classrooms at the start of 2021-22 school year, two of which are occupied by DVJH science teachers. Additionally, a new DVJH Office for administrative, counseling and support services opened in Spring of 2021.

Year and month of the most recent FIT report

11/1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	72	N/A	69	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	49	N/A	61	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	315	292	92.70	7.30	71.58
<b>Female</b>	142	129	90.85	9.15	75.97
<b>Male</b>	164	154	93.90	6.10	68.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	23	95.83	4.17	86.96
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	73	67	91.78	8.22	61.19
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	30	29	96.67	3.33	96.55
<b>White</b>	176	162	92.05	7.95	73.46
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	46	43	93.48	6.52	65.12
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	54	47	87.04	12.96	44.68

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	315	288	91.43	8.57	49.31
<b>Female</b>	142	127	89.44	10.56	46.46
<b>Male</b>	164	154	93.90	6.10	51.95
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	23	95.83	4.17	73.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	73	66	90.41	9.59	34.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	30	29	96.67	3.33	58.62
<b>White</b>	176	159	90.34	9.66	52.83
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	46	43	93.48	6.52	32.56
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	54	45	83.33	16.67	24.44

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	51.12	NT	57.68	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	283	268	94.7	5.3	51.12
<b>Female</b>	119	112	94.12	5.88	44.64
<b>Male</b>	157	149	94.9	5.1	55.03
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100	0	55.56
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	51	94.44	5.56	37.25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	22	95.65	4.35	63.64
<b>White</b>	173	163	94.22	5.78	56.44
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	42	38	90.48	9.52	36.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	44	40	90.91	9.09	32.5

## 2021-22 Career Technical Education Programs

DaVinci Charter Academy (DVCA) launched its CTE programs in the 2017-2018 school year with the first course being an Introduction to Coding course. Over the past five years, DVCA has made a substantial commitment to CTE programming which has resulted in increased course offerings, additional CTE instructors and increased student enrollment in CTE programs. DVCA has a CTE Advisory Board that meets bi-annually to advise on the direction of the courses, including curriculum and equipment, in order to ensure that students are being prepared for the workforce or to be highly prepared for college and university.

As of the 2022-23 school year, DVCA has a three-sequence course in the Arts, Media and Entertainment Sector (AME) which are Introduction to Media Arts, Intermediate Media Arts and Advanced Media Arts. DVCA has four sequenced courses in an Information and Communications Technology (ICT) which are Computer Science Discoveries, Computer Science Coding 1, Advanced Placement Computer Science Principles and Project Invent. Approximately 1/3 of DVHS students take one or more CTE courses. The 2022-23 school year will be the first year that DVCA will have CTE completers, students who have graduated having completed a full sequence of a CTE Pathway, in both pathways. Finally, the new facilities projects at DVHS, which include five CTE learning spaces opened in the 2022-23 school year, providing facilities, and learning spaces that match the high-quality CTE learning that students are experiencing. Principal Tyler Millsap serves as the primary representative on the DJUSD CTE Advisory Committee, along with CTE teachers and support staff. Types of industry partners on the committee include event production, video/film, graphic design, educational technology consulting, bio-tech entrepreneurs, and computer science professors.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	207
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	96.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	98.95



## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	84%	94%	94%	95%
Grade 7	77%	80%	79%	79%	78%
Grade 9	67%	72%	72%	71%	71%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

There are a variety of opportunities for parental involvement in the Da Vinci Charter Academy (DVCA) Program. DVCA has an active Parent 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 projects, and scholarship money for students. To become involved with the school Booster Club, please contact our site secretary, Adela Johnson at [ajohnson@djusd.net](mailto:ajohnson@djusd.net) or (530) 757-7154. Mrs. Johnson will route all inquiries to our Booster Club President Amy Haug.

Parents and community members can also be involved as project mentors or project panelists. The DVCA Parent Panelist Coordinator, Wendy Benner, can be reached at [wendym@awtconstructioninc.com](mailto:wendym@awtconstructioninc.com). Being a project panelist allows parents and community members to observe student project demonstrations and, in some cases, actively inform student learning through questioning, assessment, and feedback.

In 2018, DVCA added a Parent Community Liaison position within the DVCA Boosters. The person in this position assists DVCA staff by leveraging local resources, such as businesses, organizations, community members and parents, to support activities in DVCA classrooms. This can include assistance with logistics, mentorship and guest speakers.

DVCA maintains an Advisory Board with four seats reserved exclusively for parents. Advisory seats are awarded through an election process conducted via electronic survey during September of each year. Parent Advisory members are expected to serve for at least two years and have an opportunity to advise the Da Vinci Administration and Staff on important matters such as school safety, school climate, budget and program development. Parents interested in the Advisory Board can contact Adela Johnson at [ajohnson@djusd.net](mailto:ajohnson@djusd.net) for more information or view the Advisory Board section of the DVCA website at [https://davincicharteracademyhs.net/about/d\\_v\\_c\\_a\\_advisory\\_board](https://davincicharteracademyhs.net/about/d_v_c_a_advisory_board).

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

## 2022-23 Opportunities for Parental Involvement

safety. Administration and staff utilize this data to set goals and allocate funding for ongoing school improvement. Parents are also offered the opportunity to contribute through 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 student 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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.2	2.4		2.3	1.5		8.9	7.8
Graduation Rate		98.8	96.3		94.4	95		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	82	79	96.3
<b>Female</b>	36	35	97.2
<b>Male</b>	46	44	95.7
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	12	12	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	51	48	94.1
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	23	21	91.3
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	11	10	90.9

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	587	143	24.4
Female	255	251	50	19.9
Male	330	323	85	26.3
American Indian or Alaska Native	7	7	3	42.9
Asian	49	45	4	8.9
Black or African American	14	14	2	14.3
Filipino	3	3	1	33.3
Hispanic or Latino	133	131	44	33.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	47	47	12	25.5
White	341	337	77	22.8
English Learners	10	9	4	44.4
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	109	105	47	44.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	120	44	36.7

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.18	1.77	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.34	1.51	0.06	1.86	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.51	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	2.73	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	3.01	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	2.13	0.00
<b>White</b>	1.17	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.83	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.83	0.00

## 2022-23 School Safety Plan

A significant facilities improvement project which was approved by the Davis Board of Education in May of 2019 was completed in August of 2022, allowing the DVCA program to expand and utilize new learning and community spaced. This facilities project will allowed for a transition from a DVHS a 10-12 grade program to a 9-12 grade program for the 2022-23 school year. Additionally, DVHS will be the sole occupant of the campus which was previously shared with several district and county preschool programs. DVJH became a 7-8 grade middle school in 2022-23, remaining at the current DVJH/Ralph Waldo Emerson Junior High shared site in West Davis. These program and facilities improvements are a significant step in supporting DVCA's vision and mission to provide a 21st Century Learning Environment for its students.

DVCA's facilities are kept clean and functional by capable custodial staff, and the district Maintenance & Operations Department. The staff takes great pride in the safety and upkeep of the campuses, ensuring that buildings are safe and meet ADA codes. DVCA is fully integrated into the DJUSD-wide emergency preparedness plan and has on-site Campus Safety Supervisors at each site who work with the DJUSD District Safety Coordinator to prepare for or address urgent safety concerns.

The Da Vinci School Comprehensive Safety Plan outlines how staff will respond to all disasters or threats to student safety issues 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 Comprehensive School Safety Plan was significantly updated in the 2018-19 school year to reflect clearer protocols for communicating to all staff on campus in an emergency. In the 2022-23 school year, the Comprehensive Safety Plan was updated to include processes and protocols for all new spaces on campus. This involved auditing new spaces for adequate window coverings and door locks in the event of a lockdown, developing protocols for students and staff in those spaces, and testing new equipment (phones and intercoms). New campus maps were developed with new evacuation routes.

The intercom system, email messaging system, and radio communication are tested and updated annually to allow for efficient communication in an emergency. Additionally, DVHS conducts two Safety Weeks per year wherein all district drills are practiced by students and staff. Safety Week drills were reviewed with staff during the week of October 10, 2022 and the drills were practiced and reviewed during the week of October 17, 2022. An overview of the Comprehensive Safety Plan and a review of Safety Week was provided to the DVCA Advisory Board at the October 2022 meeting.

Along with DJUSD, DVCA's safety plan utilizes the School Messenger notification system to quickly communicate to the parent community via email and phone. A Emergency School Communication drill in partnership with the DJUSD Public Information Office was conducted during the annual Safety Week which demonstrated that all DVHS families were receiving emergency communication by phone and email

Finally, Da Vinci has made a commitment to utilizing Restorative Practices to address conflict on campus. In an effort to effectively address conflict and harm amongst stakeholders, DVCA employs a Restorative Practice Coordinators and utilizes a Restorative Practices referral system. In January 2023, DVCA staff received a refresher training in Restorative Practices from Community Matters to ensure that all staff have knowledge of how restorative practices function in the school setting. 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	13	5
Mathematics	23	13	13	
Science	27	4	11	5
Social Science	29	2	11	6

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	11	12	8
Mathematics	23	14	9	4
Science	29	2	11	6
Social Science	28	3	10	6

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	14	20	2
Mathematics	20	16	12	1
Science	23	9	13	1
Social Science	25	7	14	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	287



## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,043	\$746	\$9,297	\$58,667
District	N/A	N/A	\$8,670	\$74,547
Percent Difference - School Site and District	N/A	N/A	7.0	-23.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	34.0	-34.5

## 2021-22 Types of Services Funded

In 2019-20 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,471	\$52,478
Mid-Range Teacher Salary	\$67,531	\$80,810
Highest Teacher Salary	\$93,067	\$101,276
Average Principal Salary (Elementary)	\$121,552	\$127,080
Average Principal Salary (Middle)	\$129,381	\$134,264
Average Principal Salary (High)	\$137,448	\$147,200
Superintendent Salary	\$262,058	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, sites use portions of their return to school teacher work days for professional development. Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan. 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 have 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 dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. 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:

- Comprehensive site focuses on the foundational understanding, implementation, and sustenance of MTSS and PBIS
- Next Generation Science Standards (NGSS)
- Ethnic Studies Institute to develop and support Ethnic Studies teachers, in addition to Ethnic Studies framework and curricular supports from the UC Davis History Project
- Reading Apprenticeship literacy series and mentorship through WestEd
- 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
- Elementary and Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project to support the DJUSD Administrative Leadership Team, students, and staff in developing capacity as equity leaders
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Elementary and Secondary Canvas resource pages
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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

District-wide professional learning for “Grading for Equity” to support equitable, transparent, and content-focused grading practices

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	33	34	34