



ANNUAL REPORT 2018-2019

DAVINCI ACADEMY OF ARTS AND SCIENCE

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District #4185

TABLE OF CONTENTS

Overview	3
Introduction	3
Brief History	3
Growth and Development	4
Mission, Vision, and Pillars	5
Governance and Management	6
School Operations	8
School Board Membership	8
School Management and Administration	8
Staffing	9
School Environment	13
Operational Performance	14
Finances and Audit	14
Student Data	15
Enrollment	15
Academic Performance	16
2019 MCA Test Results	17
Dissemination of Information	18
Innovative Practices	19
Implementation	19
Professional Development	21
Program Opportunities and Areas for Growth	21
Authorizer	23

OVERVIEW

Introduction

The purpose of this report is to summarize the progress and achievements of The DaVinci Academy of Arts and Science for the 2018-19 school year. This annual report provides a comprehensive description of the school's current performance and its educational programs and practices.

This annual report meets the required data elements contained in the state statute approved by the Minnesota Department of Education. For purposes of this report, The DaVinci Academy of Arts and Science will be referred to as "DaVinci Academy".

Any discussion in this report regarding policies, by-laws, or practices is current as of the date of this report. The reader should refer to DaVinci Academy's website, www.davincicharterschool.org, for minutes of the school board and current policies, to ensure nothing has changed.

Brief History

DaVinci Academy originally opened in Blaine, in the fall of 2008, serving grades kindergarten through sixth grade, with a beginning enrollment of 163 students and an end of the year enrollment of 187 students. For the 2009-2010 school year, DaVinci Academy expanded to include students in seventh grade, ultimately serving 275 students. In 2010-2011 we expanded to eighth grade and served 375 students. With the eighth-grade expansion, we also expanded to two sections in the fourth and fifth grades. Our enrollment for the 2011-2012 school year was 412 students. Our enrollment has continued to grow and in 2016-17 we started the year with 433 students and ended with 429 K-8th grade students.

We applied for a replication grant in 2015, based on our status as a high-quality charter school. Because we could not find land or a building site that would allow us to financially support two separate K-5 schools, we asked for permission to expand our current school on one campus, received 2 years of Federal CSP Expansion funding, and started the expansion planning in 2016.

The 2017-18 School Year was a huge expansion year for DaVinci Academy of Arts and Science. We moved onto our new 20-acre Ham Lake Campus to start the school year with 720

K-8th grade students, an increase of approximately 300 students. We also doubled the staff, added DaVinci Den after-school care, and the Renaissance Program to serve gifted/talented students. Our 104,000 square foot building includes a 3-story classroom, a full-gym, an auditorium, and a cafeteria to better serve our expanding population of students.

Growth and Development

In school year 2018-19, we continued with our expansion of classes and students. We added one more section of 3rd grade and one more section of 4th grade, bringing the total to four sections of each grade level in grades 1 - 4.

Student enrollment went from 812 at the end of FY18 to 821 at the end of FY19. Prior to the lottery that was held in February, we had 892 children on the waiting list. By the end of FY19, the number of children on the waiting list was 1052. Two buses were added bringing the total number of buses to 9.

The Makerspace room became a scheduled class predominantly for middle school students, so we added a STEAM room for students in K - 5. Another Special Education resource room was added, and we also added the position of a school social worker for students on IEP's. In the Performing Art Center, multi-directional microphones were installed, and new risers were purchased for performances. Toward the end of FY19, we added a Human Resources manager.

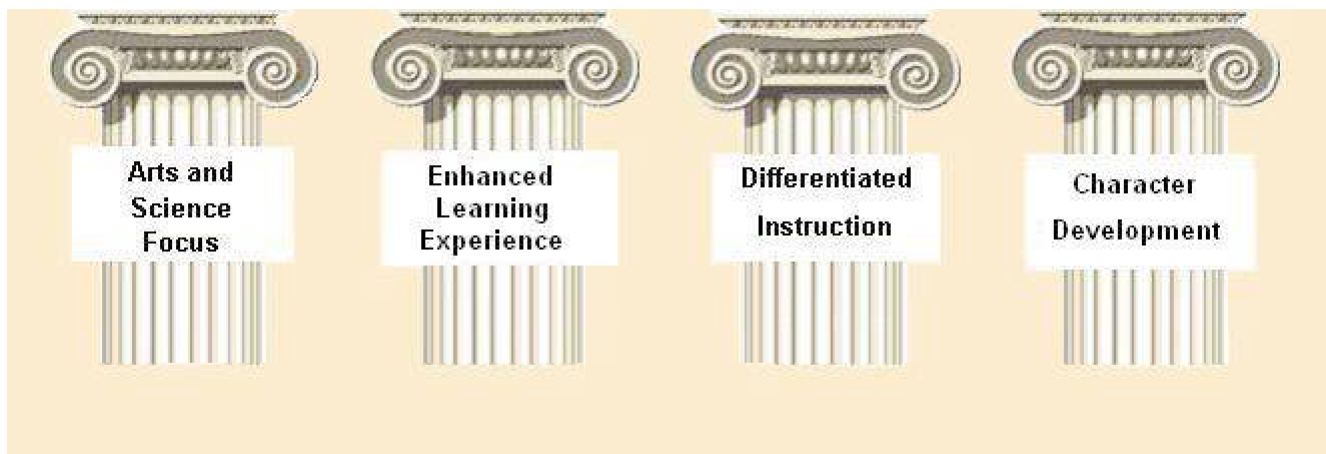
Mission, Vision, and Pillars

Mission

DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

Vision

DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society. DaVinci Academy has four pillars that provide focus and direction to achieving our charter: Arts and Science Focus, Enhanced Learning Experience, Differentiated Instruction and Character Development. For further descriptions visit www.davincicharterschool.org/mission.



Governance and Management

DaVinci Academy has a 1/1/1 model for its Board.¹ The full Board has nine positions consisting of three parent member positions, two community member positions, two teacher positions, and two positions that can be any of the three. Board members participate in required training in finance, employment and governance. The committees of the Board are working committees and the Board has not delegated any authority to the committees for decision-making.² The Board holds strategic planning meetings at least annually, and at least once each calendar year assesses its committee structure.

DaVinci Academy has a Code of Ethics and a Conflict of Interest Policy that all Board members follow. Board members complete a conflict of interest and attestation of legal requirements form upon election or appointment to the Board. In addition, all Board members complete the forms annually. Elections and appointments to the Board are held in accordance with statutory requirements and requirements contained in DaVinci Academy's Articles of Incorporation and Bylaws.

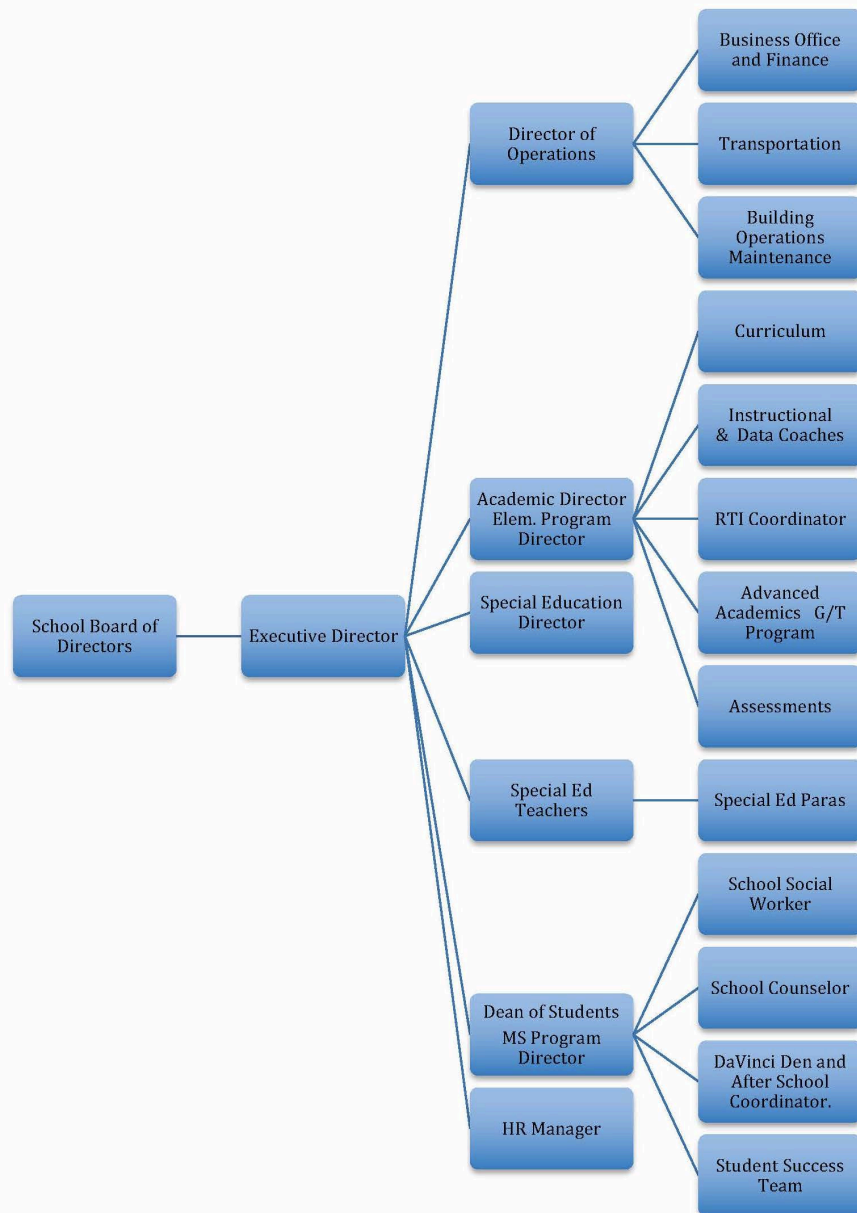
DaVinci Academy's Board adopts policies, and the Executive Director carries out the day-to-day decision making to implement the policies. The policies include all those required by statute and additional policies that assist with effective governance of DaVinci Academy. The Executive Director reports to the Board and is the lead Administrator of DaVinci Academy. The Executive Director directly supervises three other administrators who each assist with various aspects of this responsibility. The Board has adopted qualifications for each of its administrators and in the case of administrative, supervisory or instructional leadership positions the qualifications include at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. Each Administrator is expected to attend MDE or other ongoing training related to their responsibilities, and where the administrator serves in an administrative, supervisory or instructional leadership position and does not hold a valid administrative license a professional development plan is created.

DaVinci Academy's enrollment policy is adopted every year by the Board in advance of the announcement for open enrollment and the policy is published on its website and distributed by other methods for open enrollment. The lottery process is reviewed annually and requires multiple steps to ensure the integrity of the process. DaVinci Academy has waiting lists for most grades and adheres to all requirements regarding preferences and open

enrollment. In addition, DaVinci has strong controls and corporate practices, which are evidenced by the audits issued by our external auditor.

¹ Minnesota law requires that a charter school have a board comprised of at least five nonrelated members and include: (i) at least one licensed teacher employed as a teacher at the school or providing instruction under contract between the charter school and a cooperative; (ii) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (iii) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers described in this paragraph or parents or community members, or it may have no clear majority.

DaVinci Academy of Arts and Science Organizational Structure 2019-20



SCHOOL OPERATIONS

School Board Membership

DaVinci Academy of Arts and Science School Board as of June 30, 2019

SEAT	ROLE	NAME	POSITION
A	Teacher	Michelle Maciej	Secretary
B	Teacher	Lenny Ulloa Silva	Member
C	Community	Rohan Grama (Venkatesh)	Member
D	Community	OPEN	Member
E	Parent	Melanie Persellin	President
F	Parent	Joe Thomas	Treasurer
G	Parent	Andy Wallschlaeger	Vice President
H	At-Large	Todd Paulsen	Member
I	At-Large	OPEN	Member

School Management and Administration

The 2018-19 school administration included an Executive Director, Academic Director, Special Education Director, Director of Operations, Director of Teaching and Learning, and Dean of Students. All of these positions advanced the mission, vision, pillars, and goals of DaVinci Academy with commitment to the ongoing development and well-being of its students, teachers, and staff.

Under the direction of the school board, the Executive Director assumes overall responsibility for all personnel, facilities, services, programs, and operations of the school in accordance with: (1) the written charter of the school; and (2) all other applicable federal, state and local laws and regulations.

Staffing

Staff Name	File Number	Position
Anderson, Cassandra		Food and Nutrition
Anderson, Liz		Special Education Due Process
Arboleda, Vanessa	502172	Fourth Grade
Bacigalupo, Stephanie		Business Office
Barrows, Melissa		Special Education Assistant
Bonde, Chris	488075	MS Math
Borg, Katherine	470023	Kindergarten
Brown, Nicole	432482	MS Science
Carivou, Erica	503502	Special Education
Creary, Robyn	473877	Kindergarten
Derby, Melissa	502712	School Counselor
Dix, Abigail		Behavior Interventionist
Erickson, Stacy		Para Coordinator
Falkowski, Kathy		Reception
Fischer, Holly		Director of Operations
Fohrman, Ashley	442968	Choral Music
Frank, Miranda	448979	Special Education
Gerard, Brenda		Reception
Gordhamer, Krista	502144	Art
Gross, Alexandra	493462	MS Social Studies
Guthridge, Lydia	202506	Second Grade
Hanson, Ben	465002	Choral Music
Hartfield, Nicole		Enrollment / Reception
Holle, Brittney	472284	Kindergarten

Holm, Chad		Custodian
Jackson, Clara		RTI / Title 1
Johnson, Kimberly	309890	Special Education
Keeley, Bobbi	429130	RTI
Kolles, Michael	502165	MS Science
Kresh, Julie		DaVinci Den / Recess Coordinator
Krohn, Elise	448876	Fourth Grade
Kuykendal, Stephanie	508958	Advanced Academics
Lach, Debra		Executive Director
Laguire, Carli	499914	Physical Education
Llbbert, Melissa	501390	Renaissance
Luke, Madison	507830	Third Grade
Lundahl, Anders	346637	MS ELA
Maciej, Michelle	448876	Middle School Technology
Mannella, Catherine	442018	First Grade
Manning, Hollie	396196	In-house Substitute
Melander, Aaron	453187	MS Social Studies
Metty, Lauren	489134	Kindergarten
Meyer, Lunden	481198	Fifth Grade
Milbrandt, Kylie	502662	Special Education
Moehn, Jenelle	423052	Director of Teaching and Learning
Moffatt, Terry		Academic Director
Morgan, Amy	440281	Third Grade
Mueggenberg, Brian	467872	MS Math
Neis, Katherine	455033	First Grade
Neslund, Scott	`	Technology Consultant

Nguyen, Amy	462369	Art
Noon, Amy		School Nurse
Novinska, Cristina	461924	Second Grade
Otterness, Jacob	503515	Fifth Grade
Palecek, Veronica	505747	Third Grade
Paumen, Mandy	508593	In-house Substitute
Payne, Siobhan	431506	Renaissance
Ratcliff, Doris	415824	In-house Substitute
Reinholz, Jerrid	491705	Fourth Grade
Rischmiller, Leah	498207	Fourth Grade
Rist, Sara	473369	Second Grade
Rowe, Courtney	499811	Social Worker
Sallam, Marwa	291448	Special Education
Severson, Stephanie	434605	MS ELA
Shields, Jack	364357	Dean of Students
Slechta, Mark	433135	Physical Education
Smith, Allison	473790	First Grade
Sorenson, Zackary	509984	Instrumental Music
Spangenberg, Natalie	472934	Third Grade
Steinbruckner, Megan	437892	Kindergarten
Stempinski, Courtney	501253	First Grade
Talledge, Kara	462050	Fifth Grade
Theisen, Angela	473457	RTI
Troy, Michele	293080	RTI
Ulloa-Silva, Lenny	495424	Spanish
Wagner, Kathleen	480784	Speech/Language Pathologist

Wendorf, Jessica	480491	Second Grade
Wietgreffe, Amy	440895	Special Education
Young, Melissia	385442	RTI / ELL
Zender, Kelly	395902	Renaissance

Paraprofessionals: Brenda Mueggenberg, Kristen Hoppe, Sara Palzer, Keith Pavelka, John Bierman, Tracy Lawrence, Wendy McIntyre, Gloria Wagner, Michaela Wagner, Katie Smith, Stacy Ericson, Charlene Winter, Felisha Mannino, Amanda Ballejo, Lori Forstad, Nadia Soussi, Shana King, Michelle Lucas, Lindsey Gable

DaVinci Den (after-school care) employees: Allison Coleman, Andrew Barrows, Angela Pedersen, Alicia Brekkestran, Jackson Pinson, Andrew Barrows

Lunch/Recess Monitors: Alicia Brekkestran, Stephanie Wallschlaeger, Keith Pavelka, Kathy Falkowski, Brian Hymes, Jeanine Yates, Amanda Thomas, Michele Colbert, Carrie Gaede, Kelly Hesli, Crystal Higgins, Anita Vattres, Scott Sahatoo

School Environment

DaVinci Academy admits students of any race, color, sex, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school, and does not discriminate on the basis of race, color, sex, sexual orientation, or national or ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

All interested parties are encouraged to access our website to download the enrollment application: www.davincicharterschool.org. If no internet access is available, a promotional brochure and application form for each child is sent upon request. An application form is all that is needed to secure a space on the waiting list. An enrollment packet is not filled out until a position in a classroom has been secured.

Enrollment applications are accepted at any time and all names submitted by January 31 are put into the lottery for the next school year. The lottery for class openings in each grade is held in February for the following school year. On that date, all lottery applications are pulled randomly, by grade level, and if applicants exceed openings for each grade they are placed on the waiting list sequentially. This process is overseen by a minimum of one person from the administration, one school board member, and one teacher.

Students whose names were included in the lottery that obtain sibling or staff child status after the lottery is held will be placed on the sibling/staff waiting list according to their lottery number. Students who become siblings or a staff child that were not part of the lottery process (and therefore not assigned a lottery number) will automatically be placed at the bottom of the sibling/staff waiting list for that grade level.

This process repeats each year in February. Waiting lists remain in place for one school year. All applications turned in each school year by January 31 are included in the lottery. Siblings or staff children are drawn from the lottery first and sibling/staff preference remains, as dictated by statute.

Previous students who have withdrawn will be subject to the same policies and lottery process.

Operational Performance

- Fiscally DaVinci Academy ended the year with a positive general fund balance of approximately 22.2%.
- Enrollment We started the year with 812 K- 8 students and ended the year with 821 K-8 students.

Finances and Audit

DaVinci Academy continued to demonstrate effective management of its finances. The Executive Director had overall responsibility for the management of the finances and worked with the Budget and Finance Committee to monitor finances, report financial information to the school board monthly, and establish, monitor and revise the annual budget. The Executive Director was assisted by one business office assistant, and by the accounting agent DaVinci Academy contracts with (cmERDC), who helped ensure that proper classification of all transactions were kept and reported to the MDE on a timely basis.

The conservative nature of the school board helped assure that DaVinci Academy was aware of the industry's best practices, while finding ways to provide high levels of professionalism in fiscal management with our limited resources. The policy of DaVinci Academy is to have the school board adopt the annual budget by June 15 preceding the school year and utilize it as a guideline for expenditures over the course of the year. Over the year, the Budget and Finance Committee reviewed and reported to the school board monthly regarding the budget versus actual expenditures and noted deviations and their causes. The school board adopted revisions to the budget as needed during the school year, due to significant enrollment, revenue and/or expenditure changes.

According UFARS the financial results for the 2018-19 fiscal year are: Net revenues of \$9,657,869 for the General Fund and net revenues of \$11,580,821 for all funds. Net expenses were \$8,912,464 for the General Fund and net expenses were \$10,663,770 for all funds.

Like all public-school districts in Minnesota, we conduct an independent audit each year and report the results to the DaVinci Academy community and the State of Minnesota. For the 2018-19 school year we engaged MMKR.

STUDENT DATA

Enrollment

The following table identifies the number of students enrolled at the school on October 1 during each school year. Note that in 2014-15 we changed from 3 half-day kindergarten sections (54 slots) to 2 full-day kindergarten slots (36 slots). In 2017-18 we added classes as follows:

Sections by Grade/Year	K	1	2	3	4	5	6	7	8
2016-17	2	2	2	2	2	2	2	2	2
2017-18	5	4	4	3	3	2	3	2	2
2018-19	5	4	4	4	4	3	3	3	2

School Year	K	1	2	3	4	5	6	7	8	9	Total Enrollment
2008 - 2009	34	33	18	28	20	25	12	N/A	N/A	N/A	170
2009 - 2010	50	47	50	25	25	25	21	20	N/A	N/A	263
2010 - 2011	50	50	50	50	49	50	25	25	25	N/A	374
2011 - 2012	50	52	52	52	52	52	50	25	23	N/A	410
2012 - 2013	50	52	48	50	48	47	52	43	20	11	425
2013 - 2014	50	52	52	51	48	48	50	51	40	N/A	442
2014 - 2015	36	52	52	52	50	50	45	44	49	N/A	430
2015 - 2016	36	52	53	53	52	50	48	48	41	N/A	433
2016 - 2017	36	51	52	53	52	50	50	50	47	N/A	441
2017 - 2018	99	107	113	88	86	64	72	52	44	N/A	725
2018 - 2019	100	104	115	114	116	90	64	73	45	N/A	821

Academic Performance

DaVinci Academy of Arts and Science was named a National Blue-Ribbon School of Excellence for Exemplary School Performance in 2016, as a Reward School six times, and as a high-performing charter school again in 2018-19.

For 2018-19 DaVinci Academy limited class sizes to 20 for kindergarten, 26 for grades one through five, and 25 for grades six through eight. DaVinci Academy provided a challenging educational experience to all students, focused on the arts and sciences. DaVinci Academy encouraged students to be lifelong learners by using the Core Knowledge Sequence. The Core Knowledge Sequence is used to ensure students receive a holistic education. The curriculum is supplemented to support the Minnesota State Standards, when necessary, to ensure students are meeting state criteria as well. DaVinci Academy focuses on the whole child, encouraging their success through Data Driven Instruction and differentiation.

DaVinci Academy realizes that all children do not learn uniformly, thus DaVinci Academy strives to meet each individual child's needs. We encourage each child to meet and exceed his/her goals for education.

2019 MCA Test Results

Math	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	State
Grade 3	92.0	94.0	94.1	85.4	87.0	88.5	92.2	84.6	79.3	79	67
Grade 4	84.0	86.0	94.2	89.8	83.3	78.0	84.3	82.4	75	73	65.4
Grade 5	52.2	55.1	73.1	71.8	69.4	73.5	71.4	71.7	74.6	67	55.3
Grade 6	57.1	52.0	54	49	86.7	82.6	74.5	72.7	60.3	49	54.3
Grade 7	40.0	66.7	56	66.7	64.1	95	80	82.6	71.1	53	55
Grade 8	NA	72.0	60	88.3	78.1	82.8	97.5	84.1	67.4	82	57.9
All Grades	65.1	70.9	71.9	75.2	74.4	83.4	71.3	79.7	71.3	68	57.7
Reading	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	State
Grade 3	92.0	84.0	96.2	75	82.6	75	84.3	71.2	71.6	59	56.2
Grade 4	80.0	74.0	92.3	69.4	68.8	58	58.8	76.5	63.5	58	56.2
Grade 5	73.9	65.3	76.9	78.6	81.6	75.5	81.6	78.3	79.6	70	67.4
Grade 6	90.5	80.0	75.5	61.6	80.0	87	85.1	79.2	66.6	74	64.9
Grade 7	70.0	79.2	72	61.1	66.7	90	80.0	83.0	81.2	71	58.7
Grade 8	NA	60.0	92	63.1	65.6	82.8	87.5	84.1	78.8	82	59.1
All Grades	81.3	73.8	84.2	68.2	74.2	77.9	79.6	78.7	72.7	65	60.4
Science	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	State
Grade 5	52.2	65.3	56.8	91.1	93.9	77.6	85.7	91.1	58.7	65	86
Grade 8	NA	32.0	52	70.6	68.8	58.6	87.5	71.4	45.7	75	60.5
All Grades	52.2	48.7	54.4	80.9	81.4	68.1	86.5	81.6	52.5	68	75.0

Dissemination of Information

We disseminate information about how to use the offerings of our charter school to parents of low-income families, students of color, foster children, and students who are at risk of failure through our Title 1 program. We have a range of methods to involve parents of children served through Title 1 and other families in the school. We have designed a school pledge (compact) which parents and family pledge to help children do their best by being involved with the school, establishing a time and place for homework and providing help if student needs it, helping children attend school every day-on time and in uniform, and helping students follow the school rules. Student/teacher conferences are held twice a year. The Title 1 - RTI staff works with the teachers and parents to help parents understand the state's academic content standards and the school curricula, the state's academic achievement standards, state and local assessments, requirements of Title 1, how to monitor their student's progress through the Infinite Campus Parent Portal and by other means, and how to work with educators at DaVinci Academy. We also schedule phone calls at least once per trimester for parents of children receiving Title 1 services.

The Academic Director and the Title 1 staff work with administrators and other staff to educate teachers on how to reach out to, communicate with, and work with parents as equal partners, on the value of parents in the educational process, and how to implement and coordinate parent programs and build ties between home and school.

Staff and teachers call home on a regular basis to report both positive feedback and areas for growth on student progress. Parents are regularly invited into the classroom to support student learning. Parents also have access to information on teachers' webpages with assignments and projects updated weekly. We have a full-time Dean of Students who focuses on working with students and also provides necessary resources and referrals to parents regarding additional services for their families as necessary.

INNOVATIVE PRACTICES

Implementation

The 2018-19 school year at DaVinci Academy was a successful year on many levels. Following are some examples:

1. Focus on Arts and Science

- In 2018-19 we had 3 bands, 2 orchestras, and 3 choirs. All students participated in a science day or inventors' fair and an art show where their work was displayed. We had 2 dramatic plays, a musical, and a talent show in which many students participated.
- Students participated in a variety of week-long intersession courses that had a focus on arts and/or science. Classes included: Farm Life and Planting, Wellness Camp, Ambitious Artists, Stained Glass, Mosaics and Murals, Junior Scientists.
- In 2019 we participated in the FOE network-wide competition of Battle of the Books and our team took third place.

1. Educational Best Practices

- High Quality Charter: In 2018-19 we were again designated as a High-Quality Charter School by the Minnesota Department of Education.
- Small Class Sizes: We cap each class at 20 in kindergarten, 26 in grades one through five and 25 in grades six through eight. This ensures that students are able to receive individualized attention from the teacher.
- Data Driven Instruction: We have continued to use data-driven assessments in reading and math for all grades. Data-driven instruction is a process that includes teacher-created assessments based on the Minnesota state standards. The assessments are given three times per year, followed by a period of re-teaching.
- STEP Literacy Assessment: The literacy development of students in grades K - 3 is measured using the STEP Literacy Assessment. This assessment is conducted three times per year. This enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence.

- Eagle Bluff Environmental Learning Center: In September students in grades 6-8 attended a three-day retreat at Eagle Bluff Environmental Learning Center in Lanesboro, MN. The students participated in a number of activities that were designed to build environmental awareness as well as facilitate teambuilding within and among the grade levels.
- Gifted and Talented Instruction - In 2018-19, we had three Renaissance classroom; combined 2 and 3, combined 3 and 4, and combined 4 and 5. We also had an Advanced Academics Coordinator who conducted pull-out classes in reading and math and also went into the classrooms to present lessons that involved higher level thinking skills.
- Extracurricular Activities - We continued to offer a variety of extra-curricular activities. We ran four 5-week sessions of various activities including chess, arts and crafts, readers' theater, flag football, science club, adventure club, and juggling, to name a few. There were also academic activities that were offered outside of the school day that students prepared at home. These activities were Continental Math League, History Day, Battle of the Books and Math Masters.

Professional Development

Professional Development Training
Debra Lach, Executive Director

DATE	Training
8/8/18	Curriculum Experts Panel
8/10/18	PBIS
9/27/18	MACS Director Forum
10/18/18	Active Shooter Training
11/6/18	Get Better Faster
11/7/18	Get Better Faster
11/16/18	Executive Functioning Training
11/16/18	Twice Exceptional Training
1/15/19	Restorative Justice Seminar
1/30/19	Data Practices
2/4/19	Excel Workshop
2/28/19	FOE Director Meeting
3/7/19	CMERDC Conference
3/8/19	School Culture Conference

Program Opportunities and Areas for Growth

- Continued focus on more integration of the arts and sciences
 - We are always looking for more ways to integrate art and science into the overall curriculum and daily minutiae of DaVinci Academy. We continue to look for ways to build art and science relationships in the community and through our parent base.
- Expansion of DaVinci Den program
 - The afterschool program ran successfully throughout the 2018-19 school year and we included many release days. We will look at expanding the program in the future.
- Continued refinement of academic programs

- There are opportunities to build depth and expansion to our Renaissance program for our gifted and talented students as well as our advanced pull-out program and early intervention program.

Although we had many successes throughout the 2018-19 school year at DaVinci Academy there were also program challenges that were and continue to be addressed.

1. Continued Effects of Site Expansion

- During the first year of the expansion, we focused a great deal on maintaining the culture of the school. This continued to be a focus in 2018-19 with an emphasis on the integration of the new students and new staff members.
- With a major expansion such as ours, one of the struggles is the move to large school systems while attempting to maintain a “small school” feel.

2. Staff Retention

- Although we attempt to be as competitive as possible with surrounding districts, our salaries are lower. This continues to affect our staff retention.

3. Standardized Test Scores

- For the second year in a row, our MCA scores declined in all three subjects. With the exception of Kindergarten, all of the new students we added in the 2018-19 school year were third grade and above. This gives us less time to get the students caught up academically before they are taking state tests.
- Though proficiency scores for this year did not meet our goals, we will use this new baseline as our foundation to rebuild our successful programming and continue to set high standards and expectations for ourselves and for our students. We are confident in our curriculum, our instruction, our educators, our policies and procedures. We are using data from previous years as well as expanding our use and types of assessments in 2019-2020 in order to re-align our efforts with our expanded population.

4. Student Mental Health

- As our student population grows, we are finding it more challenging to support the diverse mental health needs of our students.
- We have a school counselor and have added a school social worker, but it is clear that more resources and supports are necessary. This is an area we will continue to explore to ensure we are able to provide our students the help and support that they need.

Authorizer

Friends of Education (Friends) has developed an Oversight and Accountability Plan which articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance. Friends' monitoring of these critical areas is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.
 - Testing. Friends requires regular testing - both proficiency and growth models -- to measure student performance and growth, and student performance results must meet or exceed the results required by non- chartered public-school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each trimester to ensure that the goals of the schools are being met, both in terms of individual student performance and growth and for the school as a whole. Testing data is compared with other schools to measure performance.
 - Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Friends' site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment, promoting the academic goals. Site visits may be conducted by individuals contracted on behalf of Friends; such individuals may or may not identify themselves to the school as performing a site visit on behalf of Friends.
 - Annual Reports. Friends requires that the school prepare an annual report which details the school's evaluation of meeting each of its academic performance goals.
2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of the school's financial statements and independent audit.
 - Financial Statements. Prior to July 1st before school opening, the school must submit to Friends an annual budget adopted by the school board. The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding

budget and the manner in which the excess items will be resolved. Friends strongly encourages, but does not require, that its authorized schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

- Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response. As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and school board members may reveal financial concerns.

3. Reporting and Legal Compliance. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

- Annual Reports. Friends requires each school to submit an annual report which details the school's evaluation of meeting State of Minnesota reporting requirements.
- Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Site visits may also include a review of pertinent files. General observations, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Friends also asks that the MDE inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

4. Governance. The school must submit school board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend school board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

5. Remediation. Should an authorized school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions, including: (1) Friends notifies the school leader or School Board Chair of areas of concern; (2) Friends formally notifies the school board of areas of concern and may ask that the school board adopt a performance improvement plan; and (3) Friends initiates a notice and action plan whereby authorization will be withdrawn. Friends complies with all State of Minnesota requirements regarding authorization withdrawal.

Authorizer Contact Information:

Beth Topoluk
Friends of Education
200 East Lake Street
Wayzata MN 55391

February 24, 2020
DaVinci Academy of Arts and Science
Board of Directors Annual Meeting

2018-2019 ANNUAL REPORT and WORLD'S BEST WORKFORCE

MISSION, VISION, and PILLARS

MISSION

DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher education.

PILLARS

- Arts and Science
- Enhanced Learning Experience
- Differentiated Instruction
- Character Development

VISION

DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society. DaVinci Academy has four pillars that provide focus and direction to achieving our charter: Arts and Science Focus, Enhanced Learning Experience, Differentiated Instruction and Character Development.

BOARD OF DIRECTORS

ELECTION RESULTS

Total Votes: 93 Disqualified Votes: 8

Parent Representatives (2)

- ☐ Melanie Persellin
- ☐ Andy Wallschlaeger

At Large (1)

- ☐ Idara Uko



Congratulations and thank you in advance for your service!

OPERATIONAL PERFORMANCE

FISCAL

Fiscally DaVinci Academy ended the year with a positive general fund balance of approximately 22.2%.

AUDITS

MMKR conducted our audits. We received a clean audit for both DaVinci Academy and the Affiliated Building Corporation (ABC).

STAFF 2018-2019 SCHOOL YEAR

6 Administrators

63 Licensed Teachers

50 Non-Licensed Staff (including part-time staff)

SPACE

In the Performing Art Center, multi-directional microphones were installed, and new risers were purchased for performances. We added a Human Resources manager and a Social Worker for students on IEP's.

ENROLLMENT

	K	1-3	4-6	7-8	TOTAL
Budgeted Enrollment	104	347	271	125	847
Actual Oct. 2018	99	334	271	119	823
Actual Feb. 2019	100	334	270	119	825
Lottery Seats Offered 18-19	100	33	47	2	182

Prior to the lottery that was held in February, we had 892 children on the waiting list. By the end of FY19, the number of children on the waiting list was 1052.

ENROLLMENT

School Year	K	1	2	3	4	5	6	7	8	Total
2015 - 2016	36	52	53	53	52	50	48	48	41	433
2016 - 2017	36	51	52	53	52	50	50	50	47	441
2017 - 2018	99	107	113	88	86	64	72	52	44	725
2018 - 2019	100	104	115	114	116	90	64	73	45	821
2019-2020	100	100	104	114	112	117	81	62	67	861

ENROLLMENT

Sections by Grade/Year	K	1	2	3	4	5	6	7	8
2016-17	2	2	2	2	2	2	2	2	2
2017-18	5	4	4	3	3	2	3	2	2
2018-19	5	4	4	4	4	3	3	3	2
2019-2020	5	4	4	5	5	4	3	3	3

MCA RESULTS 2019

	DaVinci Academy	State of MN
Math	68	57.7
ELA	65	60.4
Science	68	75

WORLD'S BEST WORKFORCE

ALL STUDENTS READY FOR SCHOOL

GOAL By the end of the school year 2018-19, 80% of all Kindergarten students enrolled October 1 will have moved to at least STEP 3 on the STEP Literacy Assessment.

RESULTS By the end of the 2018-19 school year, 82% of all Kindergarten students had moved to a STEP 3 on the STEP Literacy Assessment.

GOAL MET

ALL STUDENTS IN THIRD GRADE ACHIEVE GRADE-LEVEL LITERACY

GOAL The average reading proficiency rate for third grade students over the last three years is 67.1%, which is on average 11.5% above the State average. By FY2023, third grade reading scores will be on average 20% above the State average.

RESULTS In the 2018-19 school year, DaVinci Academy third graders were 58.8% proficient in reading compared to the state at 55% proficient.

GOAL ON TRACK (multi-year goal)

WORLD'S BEST WORKFORCE

CLOSE THE ACHIEVEMENT GAP AMONG ALL GROUPS

GOAL

The proficiency gap between non FRP and FRP students enrolled October 1 in Grades 3 - 8 using all State Math accountability tests will decrease from 12.6% in 2018-19 to 10% in 2019-20. The proficiency gap between non FRP and FRP students enrolled October 1 in Grades 3 - 8 using all State Reading accountability tests will decrease from 14% in 2017-18 to 10% in 2018-19.

RESULTS

The proficiency gap between non FRP and FRP students in 2018 - 19 in math was 4.1%. The proficiency gap between non FRP and FRP students in 2018 - 19 in reading was 4%.

GOAL NOT MET

ALL STUDENTS CAREER AND COLLEGE-READY BY GRADUATION

GOAL Each school year, the average RIT score for eighth grade students enrolled from October 1 will surpass the national norm RIT in reading and math.

RESULTS In the 2018-19 school year, the DaVinci Academy eighth grade mean RIT score for reading was 225.7. The national norm RIT score for 8th grade reading was 217.2. DaVinci Academy eighth grade students surpassed the national norm RIT score by 8.5. For Math, the DaVinci Academy 8th grade RIT score was 238.1 and the national norm RIT score was 226.3. The DaVinci Academy RIT score was 11.8 points higher.

GOAL MET

RECOGNITIONS and ENRICHMENT

- High Quality Charter: In 2018-19 we were again designated as a High-Quality Charter School by the Minnesota Department of Education.
- Battle of the Books 3rd Place Overall for Friends of Education Network
- Continental Math League 16 Champions, Grade 5 Regional Champions
- ZOOMS 5 qualifying teams, 1 team had a 3rd place win and 1 team won the Conservation Award
- Future Cities 1 team advanced to the state competition
- Basketball 6th grade girls earned 1st place at State, 5th grade girls earned 5th place at State
- Math Masters (Grades 5-6) 2 individual winners, 4th and 5th place
- History Day 3 teams advanced to State, 1 team placed at State
- School Spelling Bee

Thank

QUESTIONS?

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