



2018-19 Annual Report



“Learning never exhausts the mind.”

Leonardo DaVinci

District #4185

DaVinci Academy of Arts and Science

Annual Report 2015-16

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Introduction

The purpose of this report is to summarize the progress and achievements of The DaVinci Academy of Arts and Science for the 2017-18 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

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.

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.

Expansion FY18

We moved onto the new campus and started school on August 15, 2017:

- Gym, auditorium and fields were not available until November, resulting in a \$50,000 reduction in expected lease aid. We were able to adjust budgets to accommodate.
- Enrollment went from 447 to 720.
- Total staff grew from 58 to 107 FTE.
- Went from 2 to 5 kindergarten classes.
- Doubled classes in grades 1 -2.
- Added one 3rd grade class.
- Added a 4th grade class, though not in FY17 plan, because we had more than 20 students on our sibling and staff lists combined and board decided to move this forward a year.
- Added a 6th grade class to begin moving the Middle School expansion forward.

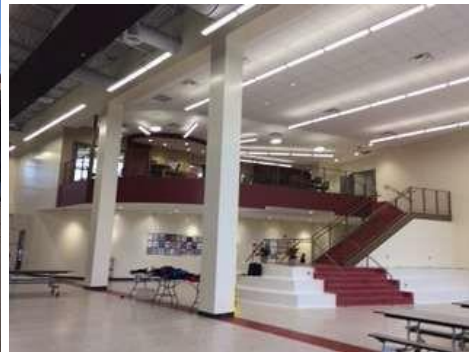
School Expansion

On June 20, 2016 students, staff, board and family members participated in a groundbreaking ceremony at the future home of the school.

In August
home in



2017 we moved to our new
Ham Lake.



Mission, Vision and Pillars

Vision

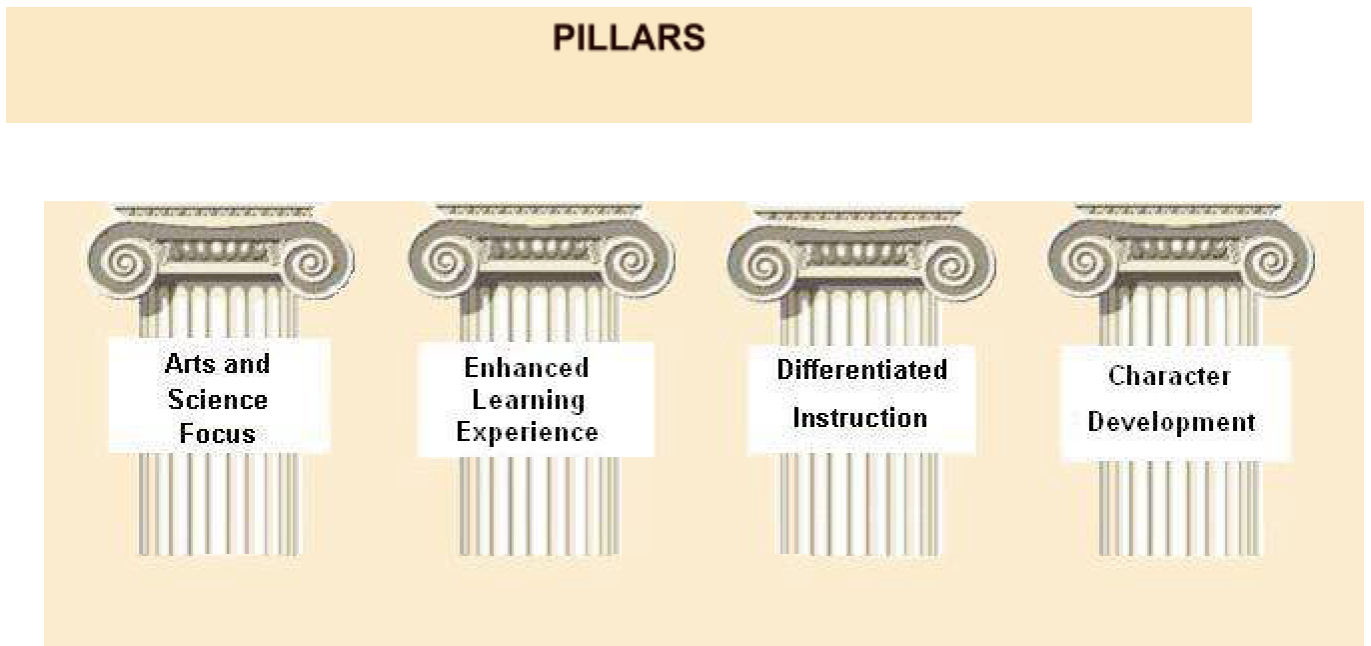
Mission

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.

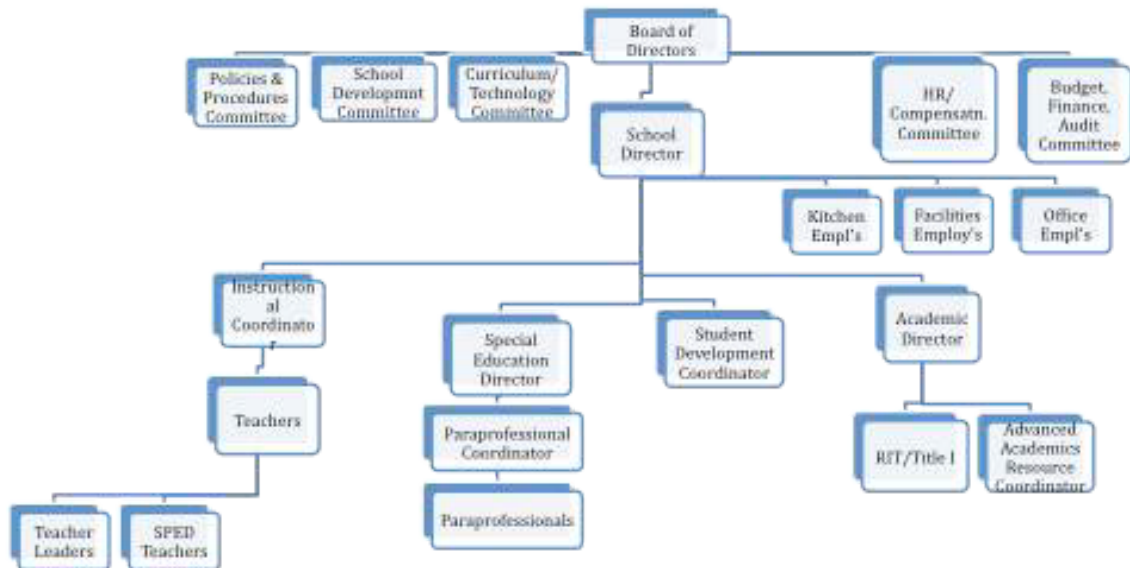
DaVinci Academy of Arts and Science will be known and respected for providing a dynamic educational experience in which students become lifelong learners with a sense of responsibility to society.

Pillars

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

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.

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.



School Board Membership

2017-18 School Year

DaVinci Academy of Arts and Science School Board

DaVinci Academy of Arts and Science Board Roster 2018

SEAT	ROLE	NAME	POSITION
A	Teacher	Brian Mueggenberg	Secretary
B	Teacher	Michelle Ingram	Member
C	Community	Valerie Slaymaker	Treasurer
D	Community	Jane Ahlstrom	Member
E	Parent	Matt Manning	President
F	Parent	Andy Wallschlaeger	Member
G	Parent	Melanie Persellin	Vice President
H	At-Large	Ross Meisner	Member
I	At-Large	Mark Guy	Member

School Management and Administration

The 2017-18 school administration included an Executive Director, Academic Director, Special Education Director, Director of Operations, Director of Teaching and Learning, and Student Development Coordinator. In January 2017 we had added a Director of Teaching and Learning to help recruit, hire and train and support new teachers for our expansion. 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

Teaching Staff Highlighted

Staff	License #	Role
Bacigalupo, Stephanie		Business Office
Fischer, Holly		Director of Operations
Gerard, Brenda Ferguson, Christina		Reception
Hartfield, Nicole		Enrollment/Admin.
Lach, Debra		Executive Director
Moffatt, Terry		Academic Director
Schelhorn, Jerrica		School Nurse
Anderson, Cassandra		Food and Nutrition
Borg, Katie	470023	K teacher
Creary, Robyn	473877	K teacher
Fohrman, Ashley	442968	Choral Music
Guthridge, Lydia	502506	2nd grade teacher
Hebert, Michael	390224	Instrumental Music
Holle, Brittney	472284	K teacher
Holm, Chad		Custodian
Kiel, Jennifer	429247	Art
Mannella, Catherine	442018	1st grade teacher
Metty, Lauren	489134	K teacher
Neis, Katherine	455033	1st grade teacher
Novinska, Cristina	461924	2nd grade teacher
Rist, Sara	473369	2nd grade teacher
Schall, Jenna	491141	Special Education
Milbrandt, Kylie	502662	Special Education
Smith, Allison	473790	1st grade teacher
Steinbruckner, Megan	437892	K teacher
Stempinski, Courtney	501253	1st grade teacher

Wendorf, Jessica	480491	2nd grade teacher
Zender, Kelly	395902	2/3 Renaissance teacher
Arboleda, Vanessa	502172	4th grade teacher
Otterness, Jacob	503515	4th grade teacher
Eldred, Gregg		Student Development Coordinator
Hanson, Ben	465002	Vocal Music
Jackson, Sue	182835	3rd grade teacher
Hunt, Natalie	472934	3rd grade teacher
Ingram, Michelle	448876	4th grade teacher
Jackson, Clara		Title 1
Keeley, Bobbi	429130	RTI
LaGuire, Carli	499914	Physical Education
Slechta, Mark	433135	Physical Education
Meyer, Lunden	481198	5th grade teacher
Moehn, Jenelle	423052	Director of Teaching and Learning
Morgan, Amy	440281	3rd grade teacher
Neslund, Scott		Tech consultant
Payne, Siobhan	431506	4/5 Renaissance teacher
Scott Neslund		Tech consultant
Talledge, Kara	462050	5th grade teacher
Thom, Ruth	376549	Advanced Academics
Troy, Michele	2	RTI
Wietgreffe, Amy	440895	Special Education Teacher
Carviou, Erica	503502	Special Education Teacher
Young, Melissa	385442	RTI /EL

Anderson, Liz		Special Education Due Process
Andringa, Elizabeth	441611	Math MS teacher/RTI
Barrows, Melissa		Special Education Assistant
Brown, Nicole	432482	Science MS teacher
Derby, Melissa		School Counselor
Erickson, Stacy		Para coordinator
Frank, Miranda	448979	Special Education
Gross, Alexandra	493462	SS MS teacher
Kolles, Michael	502165	Science MS teacher
Kresh, Julie		DaVinci Den/Lunch-recess Coordinator
Lundahl, Anders	346637	ELA MS teacher
Melander, Aaron	453187	SS MS teacher
Mueggenberg, Brian	467872	Math MS teacher
Nguyen, Amy	462369	Art teacher
Sallam, Marwa	291448	Special Education
Severson, Stephanie	434605	ELA MS teacher
Thompson, Gabriel	444082	Math MS teacher
Ulloa Silva, Lenny	495424	Spanish teacher

Paraprofessionals 2017-18: Brenda Mueggenberg, Kristen Hoppe, Sara Palzer, Danielle Snyder, Isabella Troy, Keith Pavelka, Deborah Pedersen, Tracy Lawrence, Wendy McIntyre, Gloria Wagner, Michaela Wagner, Kelly Smith, Stacy Ericson, Charlene Winter, Felisha Mannino, Selena Encalada, Linda Paulson, Amanda Ballejo, Lori Forstad, Nadia Soussi

DaVinci Den (after-school care) employees: Jackson Fischer, Allison Coleman, Garrett Swearingen, Shayla Mensink, Claire Severson, Angela Pedersen, Alicia Brekkestran

Lunch/Recess Monitors: Alicia Brekkestran, Stephanie Wallschlaeger, Keith Pavelka, Christina Ferguson, Kathy Falkowski, Brian Hymes, Jeanine Yates, Jess Nauman, Safinaz Farid, Amanda Thomas, Michele Colbert

School Enrollment

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.

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

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	52	52	52	52	52	52	50	25	23	N/A	410
2012-2013	54	52	48	50	48	47	52	43	20	11	425
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	102	113	88	86	64	72	52	44	N/A	720

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 2017-18. On 2/12/18 Congressman Tom Emmer visited our school to review our innovative practices to the 6th district.

For 2017-18 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.



2018 MCA Test Results

Math	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	State Avg '18
Grade 3	92.0	94.0	94.1	85.4	87.0	88.5	92.2	84.6	79.3		67
Grade 4	84.0	86.0	94.2	89.8	83.3	78.0	84.3	82.4	75		65.4
Grade 5	52.2	55.1	73.1	71.8	69.4	73.5	71.4	71.7	74.6		55.3
Grade 6	57.1	52.0	54	49	86.7	82.6	74.5	72.7	60.3		54.3
Grade 7	40.0	66.7	56	66.7	64.1	95	80	82.6	71.1		55
Grade 8	NA	72.0	60	88.3	78.1	82.8	97.5	84.1	67.4		57.9
All Grades									72.1		57.7
Reading	2010	2011	2012	2013	2014	2015	2016	2017	2018		State
Grade 3	92.0	84.0	96.2	75	82.6	75	84.3	71.2	71.6		56.2
Grade 4	80.0	74.0	92.3	69.4	68.8	58	58.8	76.5	63.5		56.2
Grade 5	73.9	65.3	76.9	78.6	81.6	75.5	81.6	78.3	79.6		67.4
Grade 6	90.5	80.0	75.5	61.6	80.0	87	85.1	79.2	66.6		64.9
Grade 7	70.0	79.2	72	61.1	66.7	90	80.0	83.0	81.2		58.7
Grade 8	NA	60.0	92	63.1	65.6	82.8	87.5	84.1	78.8		59.1
All Grades									72.7		60.4
Science	2010	2011	2012	2013	2014	2015	2016	2017	2018		State
Grade 5	52.2	65.3	56.8	91.1	93.9	77.6	85.7	91.1	58.7		86
Grade 8	NA	32.0	52	70.6	68.8	58.6	87.5	71.4	45.7		60.5
All Grades							86.5	81.6	52.5		75.0

Innovative Practices and 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

a. In 2017-18 we had 3 bands, 2 orchestras, and 3 choirs. We also had a chamber orchestra for students. All students participate in a science day or inventors' fair and an art show where their work is displayed. We had 2 dramatic plays, a musical, and a talent show in which many students participated.

b. Students participated in a variety of week-long intersession courses that had a focus on arts and/or science. Classes included: Athletes and Artists, Camp Adventure (Overnight Camping), Farm Life, Physical Fun, Jump Slither and Slide, and Golf.

c. In 2019 we participated in the FOE network-wide competition of Battle of the Books and our team took second place.

2. Educational Best Practices

a. High Quality Charter: In 2017-18 we were again designated as a High Quality Charter School by the Minnesota Department of Education.

b. 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.

c. 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.

d. 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.

e. Eagle Bluff Environmental Learning Center: In December 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 team-building within and among the grade levels.

f. Gifted and Talented Instruction – In 2017 we introduced two self-contained classrooms for gifted/talented students in grades 2-5. We also have an Advanced Academics Resource 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. This teacher orchestrated student participation in the Young Inventor's fair, the ZooMS Challenge, and the Math Master's Competition.

g. 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, Word Masters, Battle of the Books and Math Masters.

Professional Development

Professional Development Debra Lach Executive Director

DATE	Training
7/19/17	Annual Charter School Conference, Panelist Blue Ribbon School
7/28/17	Communications Training
8/8/17	Reading Pedagogy
8/11/18	OSHA, Medication, Bloodborne Pathogens
9/15/18	Bullying Precautions Training
9/22/17	MACS Regional Meeting
9/28/17	MACS Public Policy Forum
10/3/17	Charter Law Seminar
11/28/17	Civil Rights Training MDE
12/4-5	TIES Conference
3/2/18	Seizure Smart Training
3/29/18	Charter School Lease Aid Workshop
4/17/18	MDE Governance Training
4/23/18	ESSA Training
7/20/2018	Coaching Teachers



Operational Performance

1. Fiscally

DaVinci Academy ended the year with a positive general fund balance of approximately 15% (unaudited results – see finances section below).

2. Enrollment

We started the year with 720 K- 8 students and ended the year with 711 K-8 students.

Finances

DaVinci Academy continued to demonstrate effective management of its finances throughout the expansion and construction period. 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 to UFARS the key preliminary unaudited financial results for the 2017-18 fiscal year are: Net revenues of \$7,976,468 for the General Fund and net revenues of \$8,383,360 for all funds. Net expenses were \$8,450,846 for the General Fund and net

expenses were \$8,873,951 for all funds. This resulted in a deficit of \$474,378 for the General Fund and a General Fund balance of \$1,250,282 or 14.8% of General Fund expenditures. The deficit was the result of one-time expenditures related to construction upgrades and moving expenses related to our new building.

Audit

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 2017-18 school year we engaged MMKR. As the audit report has not been finalized, all numbers in this report are preliminary. The audit results will be posted to our website as soon as they are available.

Future Plans and Program Challenges

Although we had many successes throughout the 2017-18 school year at DaVinci Academy there were also program challenges that were addressed.

1. Site Expansion

The site expansion took a great deal of administrative time and effort in the planning, building, implementation and move to the new site. In the spring of 2015 we applied for a planning grant for a replication school, received funding, and began strategic planning for the expansion. In 2016, we received bond financing, purchased land in Ham Lake and started construction in June 2016. We moved onto the new campus and started school on August 15, 2017:

- Gym, auditorium and fields were not available until November, resulting in a \$50,000 reduction in expected lease aid. We were able to adjust budgets to accommodate.
- Enrollment went from 447 to 720.
- Total staff grew from 58 to 107 FTE.
- We did not add any administrators in 2017-18, but had added a Director of Teaching and Learning in January 2016 to help recruit, hire, train, and mentor the new teachers for the 2017-18 school year.

Because the classrooms, gym, auditorium and other areas were not completed at the beginning of the school year, our shared vision was to do “Whatever It Takes” individually and collectively to achieve our mission and provide a safe and productive learning environment for our students. Though administrative staff and teachers were involved daily in completing the construction, meeting new families and supporting 300 new students, developing new staff and programs, and trouble-shooting almost daily, we had a successful year in many ways.

Though proficiency scores for this rapid expansion 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 2018-19 in order to re-align our efforts with our expanded population.

2. Student growth

In keeping with our Pillar of Differentiation, the administration team had a shared goal this year of focusing on student growth. Through MCA, NWEA, DDI and other assessments we work to ensure that each student is provided opportunities to learn and grow at their optimal level. We continue to provide ongoing professional development opportunities in differentiated instruction.

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.
 - (a) 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 semester 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.
 - (b) 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.
 - (c) 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.

(a) 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.

(b) 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.

(a) Annual Reports. Friends requires each school to submit an annual report which details the school's evaluation of meeting State of Minnesota reporting requirements.

(b) 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.

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:

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

Charter Contract Expiration Date: June 30, 2019.

The school has submitted an application for a new contract with Friends of Education.

DaVinci Academy of Arts and Science

Dissemination of Information

We disseminate information about how to use the offerings of our charter school to parents of low-income families and communities, students of color 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 sign in 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 in 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 and negative feedback on student progress. Parents are regularly invited into the classroom to support student learning. Parents also have access to information on teacher's webpages with assignments and projects updated weekly. We had a full-time Student Development Coordinator who focuses on working with students and also provides necessary resources and referrals to parents regarding additional services for their families as necessary.

