



2020-21 ANNUAL REPORT



“Learning never exhausts the mind.”

Leonardo DaVinci

District #4185

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www.davincicharterschool.org

DaVinci Academy of Arts and Science

Annual Report 2020-2021

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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 2020-2021 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 into our new 20-acre Ham Lake Campus to start the school year with 720 students in grades K-8, an increase of approximately 300 students. We also doubled our 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. The school enrolled 914 students in the 20-21 school year.

20-21 School Year

The 2020-2021 school year was characterized by the Covid-19 pandemic. We engaged in three different learning models throughout the school year including in-person, distance learning, and hybrid under Executive Orders issued by the Governor's Office. We had 28% of our student body participate in distance learning for the duration of the school year and 10% of our staff worked remotely for the school year. During the first half of the school year, we provided on-site childcare for emergency workers' children, serving approximately 100 students each day. As a result of the pandemic, we did not have extracurricular activities in person or volunteers in the building for the majority of the school year. We were grateful to be able to end the school year in the in-person learning model and host 8th-grade graduation and kindergarten graduation in person.

Overview of Learning Models

MCA's

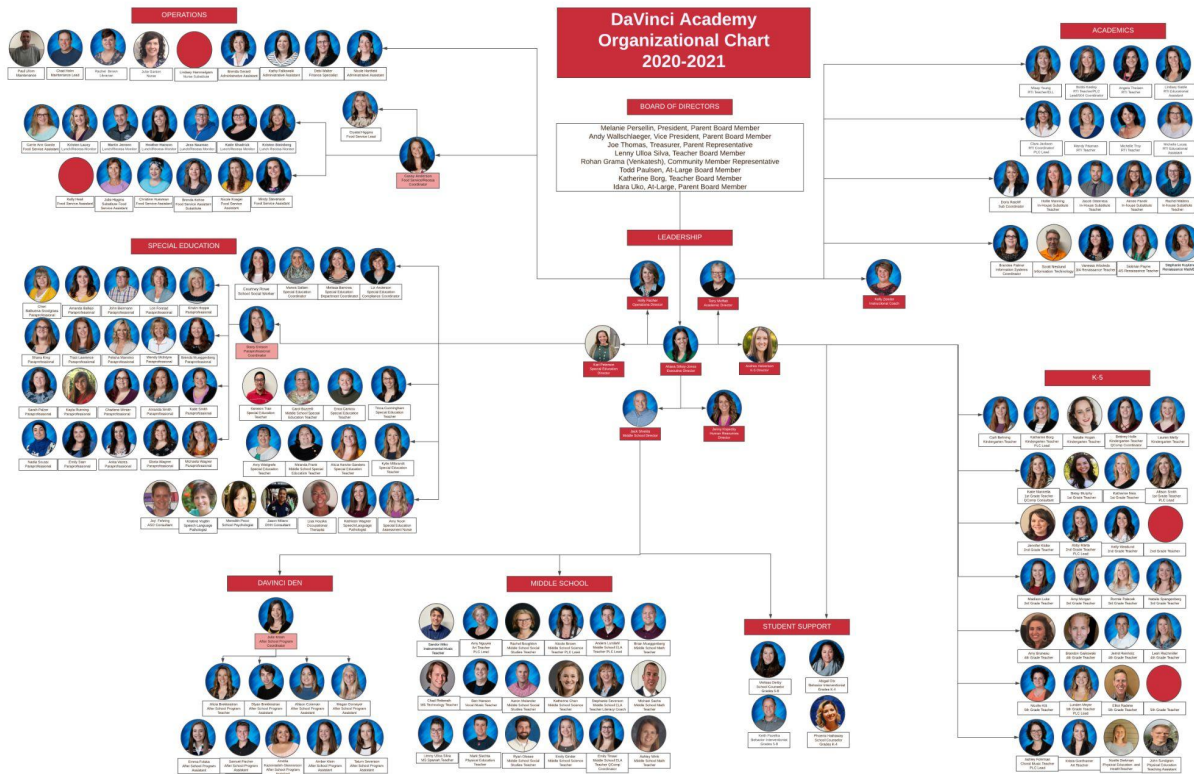
Mission, Vision and Pillars Mission DaVinci Academy of Arts and Science will awaken a passion for learning through an enriched and individualized approach to education. Students, parents and teachers will work together to ensure positive character development and build a strong foundation for higher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

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

Organization Chart



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 the 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 non related 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.

School Board Membership

2020-2021 School Year

DaVinci Academy of Arts and Science School Board June 30, 2021

SEAT	ROLE	NAME	POSITION
A	Teacher	Lenny Ulloa Silva	Secretary
B	Teacher	Katharine Borg	Member
C	Community	Jeff Dodge	Member
D	Parent	Vacant	
E	Community	Ojonomi Ocholi	Member
F	Parent	Dan Rhinhart	Vice President
G	Parent	Melanie Persellin	President
H	At-Large	Todd Paulsen	Member
I	At-Large	Idara Uko	Treasurer

Board Training Log

Board Training Log						TRAINING RECORD											
SEAT	ROLE	TERM (Feb.)	NAME	ORIG. JOINED	POSITION	BOARD GOVERNANCE			EMPLOYMENT			SCHOOL FINANCE			DATA PRIVACY		
						Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
A	Teacher	2021-2024	Lenny Ulloa Silva	May-19	Secretary	Jan-20		Jan-20	Jan-20		Jan-20		Jan-20		Jan-20		
B	Teacher	2021-2024	Katherine Borg	Jan-20		Jun-20		Jun-20		Jun-20							
C	Community	2021-2024	Jeff Dodge	Oct-20													
D	Parent	2019-2022															
E	Community	2019-2022	Ojiammi Ochoili	Oct-20													
F	Parent	2020-2023	Dan Rhinhart	Jun-21													
G	Parent	2020-2023	Melanie Persellin	Dec-15	President	Apr-15	Nov-16	Jan-17	Jan-17	Feb-16	Feb-16	Dec-15	Dec-15				
H	At-Large	2019-2022	Todd Paulson	Feb-19				Feb-16	Jul-17	Nov-16		Sep-16	Sep-16				
I	At-Large	2020-2023	Idara Uko	Feb-20	Treasurer												
SEAT	ROLE	TERM	NAME	JOINED	POSITION	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	ABC BOARD	2015-2018	Dale Lieb	Sep-15	President												
	ABC BOARD	2015-2018	Richard (Dick) Relling	Sep-15	Secretary												
	ABC BOARD	2015-2018	Sean Nelson	Sep-15	Treasurer												

TRAINING PROGRAM LOG:				
DATE	LOCATION	TOPIC	TRAINER	COMMENTS
7-Jun-11	DaVinci	All three	FDE	ov, Employ, Finance) - Dale attended this
2-Jun-12	DaVinci	All three	FDE	ov, Employ, Finance) - Dale attended this
19-May-13	DaVinci	Governance	D. Hiatt	Board Governance
16-Sep-13	DaVinci	Finance	T. Fiereck	School Finance
17-Feb-14	DaVinci	Employment	D. Hiatt	loyment practices, law, and data
27-Oct-14	DaVinci	Finance	T. Fiereck	School Finance
18-Nov-14	Eagle Ridge	Empl, Gov	Amy Mace	upp, Anderson, Squires, and Waldspurger.
16-Feb-15	DaVinci	Governance	D. Hiatt	Board Governance
27-Apr-15	DaVinci	Employment	Christina Sans	loyment (by TCF Bank HR lawyer)
20-Jul-15	DaVinci	Finance	Meisner	Finance
21-Dec-15	DaVinci	Governance	Meisner	overnance, goals, responsibilities, roles
22-Feb-16	DaVinci	Employment	Meisner	resh on Christina Sans training content.
26-Sep-16	DaVinci	Data Privacy	Lach	ed on Indigo Education materials
28-Nov-16	DaVinci	Finance	Meisner	During board mtg
11-Jan-17	MSBA	All three	MSBA	Brian and Michelle went
27-Jan-17	DaVinci	Governance	Brian/Michelle	aining content, focused on governance
24-Jul-17	DaVinci	Employment	Meisner	Jsing Christina Sans's content.
15-Jan-20	MSBA	All three	MSBA	Lenny and Ahava went
24-Jun-20	MSBA online	All three	MSBA	Borg did them online
10-Feb-21	MSBA online	Governance	MSBA	Ochoili did it online
24-Feb-21	MSBA online	Employment	MSBA	Ochoili did it online
23-Mar-21	MSBA online	Finance	MSBA	Ochoili did it online

School Management and Administration

The 2020-2021 school administration team included an Executive Director, Academic Director, Special Education Director, HR Director, Director of Operations, Middle School Principal, Elementary Principal and Director of Teaching and Learning. All of these positions advanced the mission, vision, pillars, and goals of DaVinci Academy with a 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

<i>Staff Name</i>	<i>File Number</i>	<i>Position</i>
Anderson, Cassandra		Food Service Coordinator
Anderson, Elizabeth		Due Process Coordinator
Arboleda, Vanessa	502172	Teacher, 4th Grade
Barrows, Melissa		Due Process Facilitator
Behning, Carli	499914	Teacher, Kind.
Borg, Katharine	470023	Teacher, Kind.
Brekkestran, Alicia		D. Den Asst. Teacher
Brown, Nicole	432482	MS Teacher, Science
Brown, Rachel		Librarian
Buzzelli, Carol	392288	Teacher, Special Ed
Creary, Robyn	473877	Teacher, Substitute
Cunningham, Patricia	451984	Teacher, Special Ed
Derby, Melissa	502712	School Counselor
Dix, Abigail		Behavior Interventionist
Ericson, Stacy		Paraprofessional Coordinator
Falkowski, Katherine		Admin. Asst.
Fischer, Holly		Director of Operations
Fischer, Samuel		Admin. Asst.
Fohrman, Ashley	442968	Teacher, Elem. Music
Frank, Miranda	448979	Teacher, Special Ed
Gable, Lindsey		RTI Educational Assistant
Swanson, Julie		School Nurse
Ginder, Emily	511218	MS Science
Gordhamer, Krista	502144	Teacher, Art
Hanson, Benjamin	465002	Teacher, Music
Happke, McKenna	516253	Teacher, Substitute
Holle, Brittney	472284	Teacher, Kind.
Holm, Chad		Custodian
Jackson, Clara		RTI / Title 1
Keeley, Bobbi	429130	Teacher, RTI
Kenzie-Sanders, Alicia	1002541	Teacher, Special Ed
Kitt, Nicolle	507561	Teacher, 5th Grade
Kopeccky, Jenny		HR Manager
Kresh, Julie		After School Program Coordinator
Lucas, Michelle		RTI Educational Assistant
Luke, Madison	507830	Teacher, 3rd Grade

Lundahl, Anders	346637	MS Teacher, ELA
Mannella, Catherine	442018	Teacher, Kind.
Manning, Hollie	396196	Teacher, Substitute
Marta, Abigail	489927	Teacher, 2nd Grade
Melander, Aaron	453187	MS Teacher, SS
Metty, Lauren	489134	Teacher, Kind.
Meyer, Lunden	481198	Teacher, 5th Grade
Milbrandt, Kylie	502662	Teacher, Special Ed
Moffatt, Terry		Academic Director
Morgan, Amy	440281	Teacher, 3rd Grade
Muegenberg, Brian	467872	MS Teacher, Math
Neis, Katherine	455033	Teacher, 1st Grade
Nguyen, Amy	462369	Teacher, Art
Noon, Amy		School Nurse, Sub.
Novinska, Cristina	461924	Teacher, Substitute
Otterness, Jacob	503515	Teacher, Substitute
Palecek, Veronika	505747	Teacher, 3rd Grade
Palmer, Brandee		Instructional Data Coach
Panek, Aimee	399265	Teacher, Substitute
Paumen, Mandy	508593	RTI Teacher
Pavelka, Keith		Student Success Coordinator
Payne, Siobhan	431506	Teacher, G/T
Ratcliff, Doris	415824	Sub. Coordinator
Reinholz, Jerrid	491705	Teacher, 4th Grade
Retterath, Chad	515344	MS Teacher, Tech
Rischmiller, Leah	498207	Teacher, 4th Grade
Rowe, Courtney	499811	School Social Worker
Sallam, Marwa	291448	TOSA (Teacher on Spec. Asst) / Special Education Coordinator
Sanborn, Marilee	450588	Teacher, Substitute
Severson, Stephanie	434605	MS Teacher, ELA
Shields, Jack	364357	Dean of Students
Silkey-Jones, Ahava		Executive Director
Slechta, Mark	433135	Teacher, PE
Smith, Allison	473790	Teacher, 1st Grade
Spangenberg, Natalie	472934	Teacher, 3rd Grade
Sundgren, John	478809	Teacher
Theisen, Angela	473457	Teacher, RTI
Tinawi-Harkins, Emily		Art/Music Elementary
Troy , Michele	293080	Teacher, RTI

Ulloa Silva, Lenny	495424	Teacher, Spanish
Ullom, Paul		Maintenance, PT
Wagner, Kathleen	480784	Speech/Language Pathologist
Walter , Debi		Finance Specialist
Walters, Rachel	507048	Teacher, Substitute
Whitsell, Kelly	1000770	Teacher, 2nd Grade
Wietgreffe , Amy	440895	Teacher, Special Ed
Young, Melissa	385442	Teacher, EL
Zender, Kelly	395902	TOSA (Teacher on Special Asst.)

Paraprofessionals 2020-2021: Cheryl Balbuena-Snodgrass, Amanda Ballejo, Asma Benhamouda, John Biermann, Lori Forstad, Kristin Hoppe, Shana King, Traci Lawrence, Felisha Mannino, Wendy McIntyre, Brenda Mueggenberg, Sarah Palzer, Mackenzie Powers, Kayla Running, Amanda Smith, Katie Smith, Nadia Soussi, Emily Starr, Anita Vatres, Gloria Wagner, Michaela Wagner, Charlene Winter

Paraprofessional Subs 2020-2021: Clarie Severson, Quinn Severson, Jeanette Siddons, Callie Steinberg

DaVinci Den (after-school care) employees: Dylan Brekkestran, Allison Coleman, Jackson Fischer, Samuel Fischer, Emma Folska, Amelia Kazemzadeh, Amber Klein, Amelia Olson, Tatum Severson

Lunch/Recess Monitors: Carter Anderson, Heather Hansen, Martin Jensen, Kristen Lacey, Jessica Naumen, Katie Shaddrick, Nichole Shepherd, Kristen Steinberg

Food Service Assistants: Carrie Gaede, Kelly Heslie, Crystal Higgins, Julie Higgins, Christine Huesman, Brenda Kehoe, Nicole Kosgei, Melinda Stevenson

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 and the number of sections. Note that in 2014-15 we changed from 3 half-day kindergarten sections (54 slots) to 2 full-day kindergarten slots (36 slots).

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	5	5	4	3	2
2019 - 20	5	4	4	4	5	5	5	4	3
2020 - 21	5	4	4	4	5	5	5	5	4

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	115	116	90	64	73	45	N/A	862
2019 - 2020	100	104	104	117	114	119	84	64	70	N/A	879
2020-2021	100	105	102	112	115	123	95	107	63	N/A	912

Academic Performance

For 2020-2021 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.

MCA Results 2021

Math	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	State
Grade 3	92.0	94.0	94.1	85.4	87.0	88.5	92.2	84.6	79.3	79	N / A	68	57
Grade 4	84.0	86.0	94.2	89.8	83.3	78.0	84.3	82.4	75	73		61	54
Grade 5	52.2	55.1	73.1	71.8	69.4	73.5	71.4	71.7	74.6	67		56	41
Grade 6	57.1	52.0	54	49	86.7	82.6	74.5	72.7	60.3	49		41	37
Grade 7	40.0	66.7	56	66.7	64.1	95	80	82.6	71.1	53		59	37
Grade 8	NA	72.0	60	88.3	78.1	82.8	97.5	84.1	67.4	82		57	40

All Grades	65.1	70.9	71.9	75.2	74.4	83.4	71.3	79.7	71.3	68		58	44
Reading	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	State
Grade 3	92.0	84.0	96.2	75	82.6	75	84.3	71.2	71.6	59	N / A	60	49
Grade 4	80.0	74.0	92.3	69.4	68.8	58	58.8	76.5	63.5	58		64	49
Grade 5	73.9	65.3	76.9	78.6	81.6	75.5	81.6	78.3	79.6	70		65	59
Grade 6	90.5	80.0	75.5	61.6	80.0	87	85.1	79.2	66.6	74		66	55
Grade 7	70.0	79.2	72	61.1	66.7	90	80.0	83.0	81.2	71		68	48
Grade 8	NA	60.0	92	63.1	65.6	82.8	87.5	84.1	78.8	82		78	50
All Grades	81.3	73.8	84.2	68.2	74.2	77.9	79.6	78.7	72.7	65		53	66
Science	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		2020	2021
Grade 5	52.2	65.3	56.8	91.1	93.9	77.6	85.7	91.1	58.7	65	N / A	58	48
Grade 8	NA	32.0	52	70.6	68.8	58.6	87.5	71.4	45.7	75		57	34
All Grades	52.2	48.7	54.4	80.9	81.4	68.1	86.5	81.6	52.5	68		58	43

Innovative Practices and Implementation

The 2020-2021 school year at DaVinci Academy was a challenging year due to the Covid-19 pandemic, however, we found opportunities to innovate through the challenges.

We introduced a DaVinci school Facebook page, which we used to highlight student work both online and in-person. All staff created Google Classrooms, and really elevated the use of technology as a learning tool in their instruction. We created

hybrid classroom environments so students could stay up to date on their instruction while learning from home.

We created a new STEM specialist position so students now participate in a 4-day rotation including art, music, science, and physical education.

Professional Development

Executive Director

DATE	Training
August 4, 2020	Safe Learning Plan Requirements
August 6, 2020	Title 9 Conference
August 13, 2020	Equity During Coding Workshop
August 19, 2020	MNEEP Training
August 20, 2020	CARES Funding Training
September 14, 2020	AIPAC Training
October 8, 2020	Transitioning Learning Models
October 28, 2020	Race and Ethnicity Student Data Collection Training
November 12, 2020	ESSER and GEAR Funding Training
December 2, 2020	Family and Student Engagement Session
January 20, 2021	Learning Models and Planning Days Training
March 16, 2021	Superintendents: Leading for Equity from the Inside Out
April 16, 2021	Advancing Equity and Inclusion in Schools
Apr 21, 2021	Law Conference
April 28, 2021	MDE Training Covid Protocols
Weekly August-June	MACS Charter Leader Calls (Tuesdays)
Weekly August-June	MDE Leadership Call (Thursdays)

Academic Director

DATE	Training
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August 3 – 7 Training	Equity at DaVinci Academy
August 2020	Social-Emotional Learning Training Session
August 6, 2020	Title 9 Conference
October 19-20	Title IX certification training
November 2020	Mental Health Warning Signs
November 2020	Distance Learning Engagement Strategies
December 2, 2020	Family and Student Engagement Session
January, 2021	Preventing and Responding to Prejudice
February, 2021	Tips on Responding to Feedback
February, 2021	Envoy
March 9 2021	DAC Training - MDE
April 2021	Gender Identity Training
April 2021	Differentiation during Distance Learning

Operational Performance 2020-2021

1. Fiscally

DaVinci Academy ended the year with a positive general fund balance of approximately 36%.

2. Enrollment

We started the year with 913 K- 8 students and ended the year with 914 K-8 students.

Finances

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 Kathy Miller, Finance Director through the accounting agent DaVinci Academy contracts with (SMS), 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.

Accordingly, the UFAR financial results for the 2020-2021 fiscal year are revenues of \$12,231,093 for the General Fund and revenues of \$12,707,910 for all funds. Expenses were \$10,627,025 for the General Fund and expenses were \$11,110,482 for all funds.

During the 20-21 school year DaVinci Academy transitioned to a new business manager, Kathy Miller with School Management Solutions.

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 2020-2021 school year we engaged MMKR.

Program Challenges

1. Covid-19 Pandemic Mitigation Efforts (Masks)
2. Distance, Hybrid, and In-Person Learning
3. Remote Work
4. Continued Effects of Site Expansion
5. Staff Retention
6. Academic Growth
7. Challenges with Assessing Students in Different Learning Models
8. Student Mental Health

Program Opportunities

1. Increased Arts Integration and Visibility
2. Increased Science Integration and Visibility
3. Targeted Learning Interventions, Expanded RTI and EL Program
4. Focus on Achieving an Equitable Learning Environment For All Students
5. Middle School Full Enrollment

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 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.

(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.
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

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.