

"Learning never exhausts the mind."

Leonardo DaVinci



Annual Report

2021-2022

DaVinci Academy of Arts and Science

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DaVinci Academy of Arts and Science

Annual Report 2021-2022

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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 2021-2022 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 DaVinci Academy expanded to eighth grade and served 375 students. With the eighth grade expansion, the school also expanded to two sections in the fourth and fifth grades. Enrollment continued to grow and in the 2016-17 school year the school enrolled 429 Kindergarten through eighth grade students.



DaVinci Academy applied for a replication grant in 2015, based on the school's status as a high-quality charter school. Because the school could not find land or a building site that would allow them to financially support two separate K-5 schools, the school asked for permission to expand the 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. The school moved into the new 20-acre Ham Lake Campus to start the school year with 720 students in grades K-8, an increase of approximately 300 students. The staff size doubled as well and an after school program called the DaVinci Den was added. That year the Renaissance Program was created to serve gifted and talented students. DaVinci Academy's 104,000 square foot building includes a 3-story atrium, a full-gym, a performing arts center, and a library to better

serve the expanding population of students. The school enrolled 914 students in the 21-22 school year.

21-22 School Year

The 21-22 school year began with all students participating in fully in-person learning with reduced COVID restrictions, although the school continued to deal with attendance issues related to health concerns. In November, the school instituted the Test to Stay program which allowed students who were exposed to COVID to remain at school as long as they continued to test negative for the virus. As COVID numbers rose during the holidays over 60 students took advantage of the self quarantining option and remained at home for the month of December. Teachers sent work home for those students and there was a teacher to support them remotely as necessary. January and February were plagued with many staff absences but the school was able to remain open through the challenges; and, COVID absences began to slow as the spring started. Students were able to participate in field trips and parents were invited back into the building to volunteer and attend performances.



DaVinci Academy was once again awarded as a High Quality Charter School by the state of Minnesota.

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

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. 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

DaVinci Academy of Arts and Science School Board June 30, 2022

SEAT	ROLE	NAME	POSITION
A	Teacher	Lenny Ulloa Silva	Secretary
B	Teacher	Katharine Borg	Member
C	Community	Samantha Bickford	Member
D	Parent	Jacob Stith	Member
E	Community	Ojonomi Ocholi	Vice-President
F	Parent	Emily Uhl	Member
G	Parent	Melanie Persellin	President
H	At-Large	Emma Fisher	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
						Year 1	Year 1	Year 1
A	Teacher	2021-2024	Lenny Ulloa Silva	May-19	Secretary	Jan-20	Jan-20	Jan-20
B	Teacher	2021-2024	Katherine Borg	Jan-20		Jun-20	Jun-20	Jun-20
C	Community	2021-2024	Samantha Bickford	Oct-21	VP	Oct-21	Jan-22	Jan-22
D	Parent	2022-2025	Jake Stith	Feb-22		May 22	May 22	May 22
E	Community	2022-2025	Ojonomi Ocholi	Sep-22		Feb-21	Feb-21	Mar-21
F	Parent	2020-2023	Emily Uhl	Jun-21		Jan-22	Jan-22	Jan-22
G	Parent	2020-2023	Melanie Persellin	Dec-15	President	Apr-15	Jan-17	Feb-16
H	At-Large	2022-2025	Emma Fisher	Feb-22		Mar-22	Mar-22	Mar-22
I	At-Large	2021-2024	Idara Uko	Feb-20	Treasurer	Aug-20	Aug-20	Aug-20

School Management and Administration

The 2021-2022 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. In January, the Academic Director, Terry Moffatt, scaled back her hours to one day a week with the intention of fully resigning from her position in May. In February, our Executive Director, Ahava Silkey-Jones informed the board of her intention to leave DaVinci Academy effective in May. A transition plan was created to ensure a seamless transfer of responsibilities for the school. This transition included a number of appointments to the leadership team to maximize the skills of the staff members changing positions and provide continuity for the school. Andrea Halverson took over as the Academic Director, Kelly Zender became the K-5 Principal, Kari Peterson resigned as Special Education Director and the position was posted for, and Holly Fischer was appointed by the board to the Interim Executive Director position. 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.

Faculty

<u>First Name</u>	<u>Last Name</u>	<u>Position</u>	<u>File Folder #</u>	<u>Licensure Areas</u>
Elizabeth	Anderson	Due Process Coordinator	352065	1-6 Elem, K-12 EBD, K-12 LD
Vanessa	Arboleda	Teacher, G/T	502172	K-6 Elem
Riki	Baker	Teacher, 4th Grade	475611	K-6 Elem
Katharine	Borg	Teacher, Kindergarten	470023	K-6 Elem
Rachel	Boughton	Teacher, MS Social Studies	472536	5-12 Social Studies
Nicole	Brown	Teacher, MS Science	432482	5-8 Science, 9-12 Life Science
Hannah	Brown	Teacher, Kindergarten	1014282	K-6 Elem
Carol	Buzzelli	Teacher, Special Education	392288	K12 Reading, K12 EBD, K12 LD, K12 DD
Jenna	Clausing	Teacher, 5th Grade	1011030	K-6 Elem

Sara	Cleveland	Teacher, STEM	1008965	K-6 Elem
Robyn	Creary	Substitute Teacher	473877	B-Gr.3 Early Childhood
Patricia Nicole	Cunningham	Teacher, Special Education	451984	K-6 Elem, K12 EBD, Pre-primary
Hannah	Dalske	Teacher, G/T	1012977	Short Call Sub
Kayla	Dittenhauser	Teacher, EL	1010051	K-12 EL
Rebecca	Fields	MS Science	1009930	5-8 Science
Rebecca	Fields	Teacher, MS Science	1009930	Short Call Sub, Tier 1 5-8 Science
Brittany	Finley	MS Counselor	1011356	K-12 Counselor
Abaigeal	Finnerty	Teacher, 5th Grade	1011201	K-6 Elem
Holly	Fischer	Director of Operations	346637	K-6 Elem, K12 Reading
Ashley	Fohrman	Teacher, Music	442968	K12 Vocal/Classroom Music
Grace	Freitag	Substitute Teacher	518262	Short Call Sub
Krista	Gordhamer	Teacher, Art	502144	K-12 Visual Art
Sara	Gorsuch	Teacher, 4th Grade	1007457	K-6 Elem
Andrea	Halverson	Elem Principal	432186	K-12 Vocal/Classroom Music, K-12 Computer/Technology, K-12 Principal
Michele	Hansen	Teacher, 4th Grade	1009406	1-6 Elem, K-8 EL
Benjamin	Hanson	Teacher, Music	465002	K-12 Vocal/Classroom Music
Phoenix	Hathaway	School Counselor (K-4)	507231	K-12 Counselor
Amberley	Hirsch	Teacher, Kindergarten	513937	K-6 Elem
Brittney	Holle	Teacher, Kindergarten	472284	K-6 Elem, K-12 Reading, 5-8 Social Studies
Alex	Jensen	Teacher, G/T	1008034	K-6 Elem
Bobbi	Keeley	Teacher, RTI	429130	K-6 Elem, 5-8 Comm Arts

Alicia	Kenzie- Sanders	Teacher, SPED	1002541	B-12 ASD
Nicolle	Kitt	Teacher, 5th Grade	507561	K-6 Elem
Julie	Kresh	After School Program Coordinator	440273	K-12 Counselor
Anders	Lundahl	Teacher, MS ELA	454278	5-12 Comm Arts
Catherine	Mannella	Teacher, 1st Grade	442018	K-6 Elem, 5-8 Comm Arts
Hollie	Manning	Substitute Teacher	396196	K-6 Elem
Zachary	Mans	Teacher, MS Social Studies	517505	5-12 Social Studies
Abigail	Marta	Teacher, 2nd Grade	489927	K-6 Elem
Brenda	Maulik	Teacher, 2nd Grade	1009185	K-6 Elem
Rachel	McArthur	Teacher, Special Education	502771	B-age 6 EC SPED
Aaron	Melander	Teacher, MS Social Studies	453187	1-6 Elem, 5-8 Social Studies
Lauren	Metty	Teacher, Kindergarten	489134	K-6 Elem, Pre Primary
Lunden	Meyer	Teacher, 5th Grade	481198	K-6 Elem, 5-8 Math
Sandor	Miko III	Teacher, Instrumental Music	496634	K-12 Instrumental/Classroom Music
Kylie	Milbrandt	Teacher, RTI	502662	K-6 Elem, K-12 LD
Amy	Morgan	Teacher, 3rd Grade	440281	K-6 Elem, 5-8 Comm Arts, 5-8 Science
Brian	Mueggenberg	Teacher, MS Math	467872	5-12 Math
Elizabeth	Murphy	Teacher, 1st Grade	1005121	K-6 Elem
Katherine	Neis	Teacher, 1st Grade	455033	K-6 Elem, 5-8 Comm Arts
Amy	Nguyen	Teacher, Art	462369	K-12 Visual Art
Veronika	Palecek	Teacher, 3rd Grade	505747	K-6 Elem
Sarah	Palzer	Teacher, MS Science	1010693	MS Science
Aimee	Panek	Substitute Teacher	399265	Short Call Sub

Summer	Parzyck	Teacher, 2nd Grade	1005265	1-6 Elem
Mandy	Paumen	Teacher, RTI	508593	K-6 Elem
Siobhan	Payne	Teacher, Differentiation Coach	431506	K-6 Elem, 5-8 Comm Arts
Kari	Peterson	Special Education Director	424961	School Psych, SPED Director
Emily	Qualen	Teacher, 4th Grade	1007733	1-6 Elem, Short call sub
Doris	Ratcliff	Sub Coordinator	415824	Short Call Sub
Alison	Reiter	Teacher, 2nd Grade	1010647	K-6, B-Grade 3
Chad	Retterath	Teacher, MS Tech	515344	5-12 Comm Arts, Short call sub (2022)
Leah	Rischmiller	Substitute Teacher	498207	K-6 Elem
Courtney	Rowe	School Social Worker	499811	PreK-12 Social Worker
Michael	Sachs	Teacher, MS Math	484207	K-6 Elem, 5-8 Math
Marwa	Sallam	Special Ed Coordinator	449276	K12 EBD, K12 LD, 7-12 DD
Marilee	Sanborn	Substitute Teacher	450588	Short Call Sub
Rachel	Sargent	Substitute Teacher	517888	K-6 Elem
Elizabeth	Scofield	Teacher, 3rd Grade	516644	1-6 Elem, Short call sub
Stephanie	Severson	Teacher, MS ELA	434605	5-12 Comm Arts
Jack	Shields	MS Principal	364357	1-6 Elem, 7-12 Coaching, K-12 Principal (2023)
Ahava	Silkey-Jones	Executive Director	496204	K-12 Principal, Superintendent
Allison	Smith	Teacher, 1st Grade	473790	1-6 Elem
Natalie	Spangenberg	Teacher, 3rd Grade	472934	K-6 Elem
John	Sundgren	Teacher, PE	478809	K-12 PE
Angela	Theisen	Teacher, RTI	473457	K-6 Elem
Emily	Tinawi-Harkins	Teacher, 6th Grade ELA	449724	K-6 Elem

Kenwon	Tran	Teacher, Special Education	475545	K-12 EBD
Michele	Troy	Teacher, RTI	293080	PreK
Lenny	Ulloa Silva	Teacher, Spanish	495424	K-12 Spanish, 5-8 Math
Rachel	Walters	Substitute Teacher	507048	Short Call Sub
Ashley	Wink	Teacher, MS Math	494092	K-6 Elem, 5-8 Math
Charlene	Winter	Teacher, Special Education	1011038	SPED - ABS
Melissia	Young	Teacher, EL	385442	7-12 German, K12 ELL
Kelly	Zender	Director of Teaching & Learning	395902	1-6 Elem

DaVinci Den Employees: Zamzam Adamdhuuh, Alicia Brekkestran, Brianna Cruise, Samuel Fischer, Emma Folska, Amelia Olson, Grace Troy

Paraprofessionals: Cheri Balbuena-Snodgrass, Amanda Ballejo, Kaylie Beck, Lori Forstad, Natalie Glomb, Anna Hoffman, Kristin Hoppe, Sabrina Husnick, Amelia Kazemzadeh, Traci Lawrence, Shana King, Felisha Mannino, Wendy McIntyre, Crystal Schneider, Katie Shaddrick, Amanda Smith, Nadia Soussi, Emily Starr, Olivia Troy, Anita Vatres

Lunch/Recess Staff: Carter Anderson, Lindsey Gable (sub), Heather Hansen, Samuel Kenevan, Jessica Naumen, Kristen Steinberg, Alexis West (sub), Samuel Fischer (sub), DeAnn Reese
Food Service Staff: Barbara Northenscold, Carrie Gaede, Brenda Kehoe, Jennifer Ryan, Nicole Rae Kosgei, Kelly Anne Hesli (sub), Julie Kae Higgins (sub)

Office Staff: Katherine Falkowski, Julie Swanson, Karnina Ehoff, Brianna Cruise, Pam Carlson

Maintenance Staff: Chad Holm, Paul Ullom



	2018-19	2019-20	2020-21	2021-22
Teachers	61	66	70	73
Administrators	10	5	8	6
Professional Support	47	75	75	75
Total Employees	118	146	153	154
Average Student: Teacher Ratio	13:1	13:1	15:1	15:1

Teaching Experience	2021-22
Beginning Teachers	5
1-5 Years Experience	33
6-10 Years Experience	19
Over 10 Years Experience	16

Faculty Retention Rate	2018-19	2019-20	2020-21	2021-22
Percentage of Teachers Retained from Prior School Year	95%	86%	75%	84%

Professional Development

Executive Director

DATE	TRAINING
August-June	Weekly Charter School Director Calls
October 2021	MDE Setting Smart Goals
October 2021	Identification of Students Who Have Become Homeless
October 2021	Arts School Network Annual Conference
November 2021	Enhancing Testing and Assessment
November 2021	School Law Conference
January 2022	AIPAC Training
January 2022	Navigating Staffing Challenges
January 2022	Law Conference
April 2022	Stages of Equity Training
April 2022	Arts Enrichment in Schools

Academic Director

DATE	Training
September 2021	Core Knowledge Language Arts Training
October 2021	Student Support Systems
November 2021	Title IX Training

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
2021 - 22	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
2021 - 2022	99	103	104	106	116	121	96	100	58	N/A	903

Enrollment Wait List as of October 1, 2021	
Kindergarten	218
First	129
Second	81
Third	92
Fourth	24
Fifth	59
Sixth	2
Seventh	24
Eighth	0
Total	629

Academic Interventions



To address learning gaps and make use of American Rescue Plan funds, an after school targeted tutoring program was created. The program ran for 10 weeks and 50 students were identified by teachers and test scores to participate. Sixteen teachers met with small groups of children (no more than four in a group) two times a week and the teachers were paid \$95.00 an hour. Students showed significant academic growth and it was determined that the program was a success. On the Fastbridge assessments students who were in after school tutoring increased their reading scores by an average of 11.04 percentage points compared to an increase of 4.5 points as a school. In math, scores for students in tutoring increased by an average of 6.49 percentage points and the school average increase was 2.68 points.

MCA Results 2022

	Math		Reading		Science	
	DaVinci	State	DaVinci	State	DaVinci	State
Grade 3	73.8	59.8	62.1	48.8	N/A	N/A
Grade 4	68.7	57.1	64.3	50.3	N/A	N/A
Grade 5	47.5	43.7	66.1	59.9	57.5	50.0
Grade 6	46.7	39.9	72.2	55.1	N/A	N/A
Grade 7	42.9	38.1	66.7	46.0	N/A	N/A
Grade 8	73.6	40.7	75.9	46.9	45.3	29.2
All Grades	58.1	45.5	67.0	51.7	53.8	41.3

Historical Data

Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
2010	92.0	84.0	52.2	57.1	40.0	N/A	65.1
2011	94.0	86.0	55.1	52.0	66.7	72.0	70.9
2012	94.1	94.2	73.1	54.0	56.0	60.0	71.9
2013	85.4	89.8	71.8	49.0	66.7	88.3	75.2
2014	87.0	83.3	69.4	86.7	64.1	78.1	74.4
2015	88.5	78.0	73.5	82.6	95.0	82.8	83.4
2016	92.2	84.3	71.4	74.5	80.0	97.5	71.3
2017	84.6	82.4	71.7	72.7	82.6	84.1	79.7
2018	79.3	75.0	74.6	60.3	71.1	67.4	71.3
2019	79.0	73.0	67.0	49.0	53.0	82.0	68.0
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	68.0	61.0	56.0	41.0	59.0	57.0	58.4
2022	73.8	68.7	47.5	46.7	42.9	73.6	58.1

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
2010	92.0	80.0	73.9	90.5	70.0	N/A	81.3
2011	84.0	74.0	65.3	80.0	79.2	60.0	73.8
2012	96.2	92.3	76.9	75.5	72.0	92.0	84.2
2013	75.0	69.4	78.6	61.6	61.1	63.1	68.2
2014	82.6	68.8	81.6	80.0	66.7	65.6	74.2
2015	75.0	58.0	75.5	87.0	90.0	82.8	77.9
2016	84.3	58.8	81.6	85.1	80.0	87.5	79.6
2017	71.2	76.5	78.3	79.2	83.0	84.1	78.7
2018	71.6	63.5	79.6	66.6	81.2	78.8	72.7
2019	59.0	58.0	70.0	74.0	71.0	82.0	65.0
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	60.0	64.0	65.0	66.0	68.0	78.0	53.0
2022	62.1	64.3	66.1	72.2	66.7	75.9	67.0

Science	Grade 5	Grade 8	All Grades
2010	52.2	N/A	52.2
2011	65.3	32.0	48.7
2012	56.8	52.0	54.4
2013	91.1	70.6	80.9
2014	93.9	68.8	81.4
2015	77.6	58.6	68.1
2016	85.7	87.5	86.5
2017	91.1	71.4	81.6
2018	58.7	45.7	52.5
2019	65.0	75.0	68.0
2020	N/A	N/A	N/A

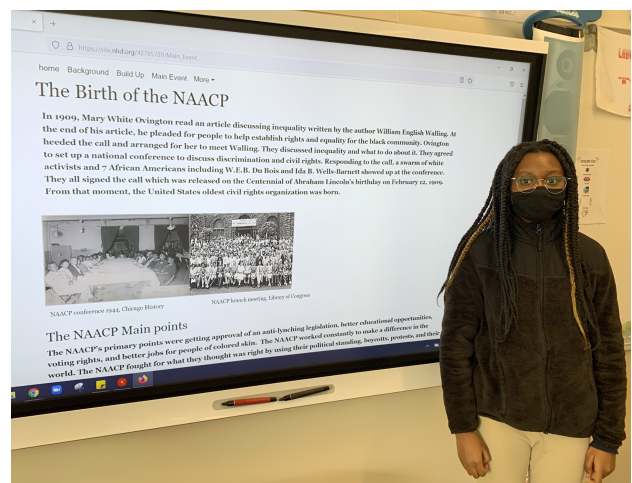
2021	58.0	57.0	58.8
2022	57.5	45.3	53.8

Equity

During the 21-22 school year, DaVinci Academy participated in a review of our practices, systems, and programs as they relate to removing barriers that impede full participation, access, and opportunity for all students to receive an equitable education. Equity means that each student is provided with the resources that they need to reach their full academic and social potential. Educational equity is an important pillar of DaVinci's mission promising an "individualized approach to education". Equity Alliance MN was the organization that DaVinci contracted with to conduct the environmental scan. The Equity Alliance data gathering process included student focus groups, parent surveys, classroom walk-throughs, and staff member interviews.

Equity Alliance MN's review process focused on six dimensions:

- **Dimension 1:** Shared Vision for Equity
- **Dimension 2:** Efficacy of Programs
- **Dimension 3:** Utilization of Resources
- **Dimension 4:** Curriculum Represents Equity
- **Dimension 5:** Learner-Centered Practices
- **Dimension 6:** Inclusive and Responsive Communication



Based on the findings in each dimension, there were a number of recommendations made for how we could respond to the results of the audit process and some of those things were put into place in the 21-22 school year.

Additionally, our School Board, during their last Board retreat, looked at our Mission and Vision for the school through an equity lens and made recommendations for revisions which the Equity Committee will review during the 22-23 school year.

We were grateful for the resources that our Authorizer, Friends of Education, provided to ensure that this important work is being done for the benefit of our community.

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.

DaVinci Academy started an incremental increase in teacher base salaries over the last two years as well as adjusting returning staff salaries based on years of experience in an iterative way, starting with years of experience at DaVinci and then adjusting for years of experience prior to DaVinci to the extent the budget allowed for. The starting teacher salary was raised from \$37k to \$40k and all teacher salaries that were under that threshold were raised to that new starting rate. DaVinci also made salary adjustments to improve equitability of pay for staff that have similar education and years of experience. The HR and Finance committees worked to create a salary schedule document that would give staff guidance around years of experience and earning potential. DaVinci also worked with managers, leadership and the Finance committee to increase the starting pay and create salary schedules based on education and years of experience for our Paraprofessionals, Food Service, and Lunch & Recess Staff.

Accordingly, the UFARS financial results for the 2021-2022 fiscal year are revenues of \$11,726,021 for the General Fund and revenues of \$14,254,373 for all funds. Expenses were \$11,977,441 for the General Fund and expenses were \$14,275,657 for all funds.

Audit

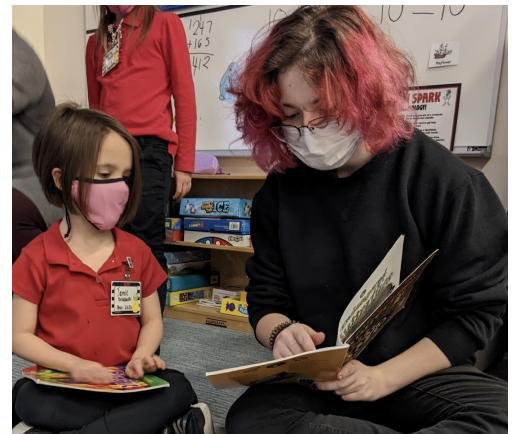
Like all public-school districts in Minnesota, DaVinci Academy conducts an independent audit each year and reports the results to the DaVinci Academy community and the State of Minnesota. For the 2021-2022 school year we engaged MMKR.

Program Challenges

1. Continued Effects of Site Expansion
2. Staff Retention
3. Academic Growth
4. Student Mental Health and Behavioral Support
5. Substitute coverage

Program Opportunities

1. Environmental scan
2. COVID money funded targeted tutoring
3. Knowledge Bowl Team went to Nationals in Chicago
4. 8th grade students to an International trip to Belize
5. Mural painted with student input
6. STEM class added to the K-5 schedule every 4th day
7. Return of performances and field trips after COVID
8. Students participating in ZOOMS, history day and battle of the books
9. EL program expanded
10. Differentiation Coach added to staff
11. Growth of sports program to include volleyball, basketball and cross-country
12. Increased parent participation in SEAC meetings
13. Increased Arts Integration and Visibility - Mike Jones Dance Residency
14. Increased Science Integration and Visibility - Art and Science week in May
15. Targeted Learning Interventions, Expanded RTI and EL Program
16. Focus on Achieving an Equitable Learning Environment For All Students
17. Middle School Full Enrollment
18. Adoption of steps and lanes salary guidelines
19. Addition of a retention bonus schedule for part time staff who work 15-29 hours a week



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 1 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

Minnesota Statute 124E.17 requires charter schools to “disseminate information about how to use the offerings of a charter school.” Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.” Federal charter school program guidelines discourage racial and socioeconomic isolation. The Minnesota Report Card indicates that the racial makeup of the greater Anoka-Hennepin School district is 60.1% White, 14.4% African American, 9.2% Asian, 7.2% Hispanic or Latino, 0.5% American Indian or Alaska Native and 8.4% from two or more races. The ethnicity of DaVinci Academy is similar to the demographics of the Anoka-Hennepin District. The current make-up is 64.2% White, 18% African American, 8.9% Asian, 2.5% Hispanic or Latino, 0.3% American Indian or Alaska Native and 6.1% from two or more races.

Prior to the 2017-18 school year, which is the first year of the expansion, DaVinci Academy completed a mass mailing to all families with 1 - 4 children within a 10 mile radius of the school. This included 17 zip codes. The mailings went to all addresses in each route so there was no discrimination regarding the results of the enrollment. The postcards were informing parents about how to enroll at DaVinci Academy and included an invitation to attend an upcoming informational meeting.

The school has found that word-of-mouth has been the best source for recruiting new families to our successful school, especially among families who have traditionally been less informed about educational options; but, in the fall of 2021 we specifically marketed our middle school program to address lower enrollment numbers in grades 7 and 8. We placed ads in a variety of advertisements which serve specific underserved and hard to reach populations in our area including The Circle, Spokesman-Recorder, Hmong Times, El Minnesota de Hoy, Mshale, Minnesota Parent and the Anoka County Shopper.

DaVinci Academy disseminates information about how to use the offerings of the charter school to parents of low-income families, students of color, foster children, and students who are at risk of failure through the Title 1 program. The school has a range of

methods to involve parents of children served through Title 1 and other families in the school. 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. The communication platform that each teacher uses to keep families informed about happenings in the classroom is called Bloomz. Bloomz has a translation feature which allows families to receive Bloomz posts in over 100 different languages.

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. DaVinci Academy has a full-time Dean of Students and two School Counselors as well as a Licensed School Social Worker who focus on working with students and also provide necessary resources and referrals to parents regarding additional services for their families as necessary.



2021-2022 World's Best Workforce Report

	Goal	Result
All Students Ready for School	By the end of the 2021-2022 school year, 60% of students enrolled in kindergarten tested both fall and spring will be considered "low risk" on the FastBridge Early Reading assessment.	Goal Not Met 51% of students tested in both fall and spring were considered low risk.
All Students in Third Grade Achieving Grade-Level Literacy	By FY2023, the percentage of third graders who are proficient on the MCA reading test will be 20% higher than the state average	Goal On Track In FY2022, third graders were 62.1% proficient on the MCA reading test. By comparison, third graders across the state were 48.8% proficient, with DaVinci students testing 13.3% higher than the state. This is an increase over last year's gap
Close the Achievement Gap(s) Between Student Groups Goal	The proficiency rate of FRP students enrolled October 1 in Grades 3 - 8 using all State Math accountability tests for FY 2021-22 will be on average 10% above the statewide proficiency rate for FRP students.	Goal Met FRP students at DaVinci were 43.7% proficient on the 2022 MCA math test. The state average was 23.8% proficient for the FRP group. This is a difference of 19.9%.
All Students Career- and College-Ready by Graduation	Each year, on the Spring Fastbridge aMath assessment, 80% of students in 8th grade who tested in both the fall and the spring will score in the "on track/low risk" range.	Goal Met 81% of the students tested in both fall and spring scored in the on track/low risk range.
All Students Graduate	Not applicable	