



## **Tyler Millsap, Principal**

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Da Vinci Charter Academy Advisory Board  
1400 E. 8<sup>th</sup> Avenue, Davis, CA 95616  
**Wednesday, 11 April 2018**  
**5:30 PM – 6:30 PM**

### **Minutes**

Members in Attendance: Audrey Borba, Grace Allen, Elaine Tally, Helen Sutton, Joe Leach, Annie Nelson, Adela Johnson, Bruce Colby, Tyler Millsap

- I. Welcome & Ice Breaker (5 min): LCAP Goal Activity – what actions/services does DVCA currently do to accomplish its four LCAP goals?
- II. Tonight's Work: Reviewing data for LCAP to suggest additional actions/services
  - Split into two teams, select one category of LCAP data (Parent/Guardian Survey or Student Focus Group) (25 min):
    - i. Parent/Guardian Survey (Annie):
      1. What are areas of success?
      2. What are areas of challenge?
      3. Are there some blindspots (areas not addressed in data?)
      4. What are the implications of this data (are there things we should be spending upon that we are not?)?

Parent focus group: overall the data was positive.

Areas for success parents feel supported; feel engaged in class.

At HS: Many readiness opportunities.

Lack of opportunities: Clubs and extra-curricular activities.

At JH: no community college class opportunity; don't know about hs opportunity

Blind spots: deeper look into social emotional learning; does your child feel safe? Is there someone you can talk to at school? Is your student happy in school? Dive deeper into emotional state. How's your student doing? How did they feel about transition to high school?

Implications: @ HS improve communication about clubs available at DHS.

Tyler/Elaine from JH survey:

Did recognize that the 9<sup>th</sup> grade is dissatisfied overall.

Teachers received high ratings from all grade levels Students did not perceive assignments to be rigorous.

Is there a grade level thing going on at other jh? 9<sup>th</sup> grade takes the least amount of PBL classes. Will be offering PBL Health in 2018 fall.

Relationships with teachers were highest in all grades levels throughout DJUSD.

With peers, generally high but 8<sup>th</sup> graders showed they couldn't get along. Most grade that reported bullying.



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Students perceive to be highest collaborators.

Drugs and alcohols: Usage is very much in line with other DJUSD schools. Couldn't compare specific grades but highest grade to use were in 9<sup>th</sup> grade.

Collaborative was the highest in all new tech schools.

HS:

Positives: Approx. 70% feel they are getting a high quality education

97% in all grades with regards to relationship with peers

Percentage increased steadily when it comes to seriously considering dropping out of high school.

#1 reason: didn't see how work they were doing would help them in life

#2 felt fell far behind and couldn't catch up

#3 didn't feel like anyone cared if they stayed in school

Bullying: highest reported by 11<sup>th</sup> grade. Type: verbally highest overall in 11<sup>th</sup> grade. Reasons: look; race/skin color; how much \$ family makes.

Grace's comment: There has been lots of communication/training at JH level which could indicate why scores were low in the other listed types of bullying. Those efforts might be paying off.

Bruce's comment: Bullying has a different definition. Name calling could be considered bullying. Bullying is a word that is used frequently.

10<sup>th</sup> graders struggling and 12<sup>th</sup> graders strongest

10<sup>th</sup> to 12<sup>th</sup> scored very high in critical thinking.

Any implications from the data heard tonight:

Long term consideration: design a more DVesque survey for both parents students. 90 question survey too long.

Could be that students are just clicking to get survey over with?

Youth Truth is a district test taking during class time.

The one complaining parent should not be the one to drive or dictate action taken.

Bruce's wonder: level of disrespect of how to talk to each other and/or in the workplace. Micro-aggressions are on the rise.

Drug/alcohol stats are alarming but what is staff doing around this? Can refer but can only do so much within the school day.

Not a lot of tools at our disposal and not the primary purpose of school.

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DJUSD does have connection with Recovery Happens. Contract with a provider where we have a direct line to the providers. This could be done with grant money.

Spending money on academics when really what is needed is possibly Health classes.

Meeting is May 9<sup>th</sup>. Pick section of charter to review and bring to meeting.

More opportunity for parents to share input. Do they having opportunity to share with site?

ii. Student Focus Group/Youth Truth Survey (Tyler):

1. What are areas of success?
  2. What are areas of challenge?
  3. Are there some blindspots (areas not addressed in data)?
  4. What are the implications of this data (are there things we should be spending upon that we are not)?
- As a Whole Group (15 min): Take five min per team to share feedback, comments and ideas on your assigned data.

III. Homework & Closing (10 min):

- Self-select a section from the remaining portion of the Charter Petition to review and suggest edits for next meeting on 11 April 2018.
- Last Advisory Meeting: Wednesday, May 9 from 5:30 pm – 6:30 pm.

*In compliance with Brown Act regulations, Adela Johnson legally posted this agenda on 6 April 2018.*

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