



Tyler Millsap, Principal

Da Vinci Charter Academy Advisory Board
Meeting Location: WebEx
Wednesday, July 1, 2020
11:00 AM – 12:00 PM

Members in Attendance

- Izzy Yan, HS Student
- Coen King, HS Student
- Adela Johnson, Classified
- Danielle Sharp, JH Parent
- John Dolan, HS Parent
- Martha Diepenbrock, Booster President and HS Parent
- Amy Haug, JH Parent
- Kristen Muir, HS Parent
- Scott Stephen Bell, Teaching Vice Principal
- Annie Nelson, DVJH Vice Principal
- Tyler Millsap, DVCA Principal

DVCA Administration Updates

- 2020-21 Ongoing Planning Updates:

Advisory Member Updates

-

Tonight's Agenda Items

1. Guiding Questions:
 - a. **What went well during Distance Learning at DVCA?**

1400 E. Eighth St. Davis, CA 95616

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- i. JH Parent: Student familiarity with using Echo, consistency of locating assignments and submitting assignments, knowing where to go - this was a struggle at other sites.
- ii. HS Student: projects were tailored to doing them at home; consistent due dates were helpful; was worried about team projects but they were helpful
- iii. JH Parent: counselors did a fantastic job of being available by schedule or on emergent basis; staff found their “footing” over a couple of weeks - their “voice”
- iv. HS Parent: counselors and teachers did a great job reaching out; flexibility was double-edged sword - sometimes helpful but caused some odd challenges - doing work late at night
- v. JH Parent: Weekly assignment sheet at DVJH was more accessible for parents to understand what was assigned; flexibility was effective for particular family; silver-lining = allowed for parent to participate in student’s education more; faculty improved with using tech tools or protocols to improve level of engagement and participation;
- vi. JH Parent: DVJH allowed for fewer collaborative opportunities; amount of screen time and predicted structure was helpful; teachers demonstrated high availability, even beyond office hours; RSP teachers and structure (weekly meetings) were supportive; self-pacing of work was effective
- vii. HS Teacher/Admin:
- viii. HS Student: Counselors were highly available and supportive; collaborative work worked but was a significant struggle - it could be more effective with some guidance and tools; (CK) Student: didn’t notice disparity in gender participation - was driven by students that wanted or didn’t want to participate or only when called upon; fishbowl style discussions were effective to structure encourage participation; Trello was an effective tool to track complete assignments

b. What could be improved about Distance Learning at DVCA?

- i. JH/HS Parent: there was less push for academic rigor; students had to self-motivate; however some students did do innovative things - take community college classes;
 - ii. HS Student: Distance learning was lonely and missed the classroom setting; hard to find motivation
 - iii. HS Parent: like sending child to college - attend class and then work in isolation is hard -> study groups would be helpful to support outside of class work; unstructured day was hard on particular students; motivation dropped when moved to pass/fail
 - iv. HS Parent : The level of academic rigor was low; isolation and lack of community was really hard on students; “college-like” time management was challenging;
 - v. JH Parent: need to look at gender participation in classroom discussions - parent observed that male students participated more; which students accessed office hours -> struggling or high achieving students?
 - vi. JH Parent: DVJH allowed for fewer collaborative opportunities; amount of screen time and predicted structure was helpful; need to “force” a school structure to promote interaction amongst students; consistent expectations around the use of office hours would be helpful; academic rigor seemed lower; what was participation rate, especially for specific sub groups;
 - vii. HS Teacher/Admi: How do you promote collaboration and PBL in the project-based environment?
 - viii. HS Student: didn’t notice disparity in gender participation - was driven by students that wanted or didn’t want to participate or only when called upon; fishbowl style discussions were effective to structure encourage participation; rigor should not be about quantity but should be about the quality of learning; trello was an effective tool to track complete assignments
- c. What are your hopes for the opening of the 2020-21 school year?**
- i. HS Student: social aspect needs to be included; school is about connecting with people;

- ii. JH Parent & Booster President: hoping to emphasize the sense of community; need ways to build trust between new staff and student; hoping for some level of in person opportunities;
- iii. HS Teacher/Admin: opportunities to build community with new students; hoping for some level of facetime/in-person with students
- iv. JH Parent: Personal struggle between safety of students and staff - outbreaks could extend to family members; hoping for hybrid model with safe distancing onsite;
- v. HS Parent: hoping for a hybrid model; hoping for as much collaboration and interaction in student lessons - can we learn from existing online schools?; can we imagine a strategy to connect small groups of students through a staff connector person - a trusted relationships that has been established;
- vi. HS Parent: get students with special needs started back onsite first; create additional learning opportunities for math and science courses;
- vii. HS Student: find ways to motivate students; find ways to improve participation in office hours; tend to students social-emotional health; make well-being a priority for students
- viii. JH/HS Parent: robust online platform;

d. What are your primary concerns regarding the start of the 20-21 school year?

- i. HS Student: concerned about college credit - are we getting what we need; how will Dino Pack be able to connect with new students;
- ii. HS Teacher/Admin: I'm worried about having to transition between systems - opening and closing - how would this impact students' well-being; worried about
- iii. JH Parent & Booster President: starting, as opposed to finishing, a year in this format is a different psychological mindset; how can we build parent communities;
- iv. JH Parent: hybrid model seems to balance both sides; hoping for some opportunities for collaboration; safety should be at the forefront;
- v. JH/HS Parent: once we start school, we can't go back; trends suggest that we may not be ready to open; moving back between



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configuration is too disruptive; a gradual approach to re-opening is smartest; might see an increase in student anxiety when students have not been in public settings; worried that many families may not have the technical tools to manage distance learning (camera off may be a symptom of burdened internet); parents will need to know what the protocol will be when positive test results occur at school; focus on seniors last year was great but going forward all students will be missing all things (not just prom, etc)

- vi. HS Parent: whatever you start with, you can't go back; concerned that ongoing trends will diminish the desire for onsite learning;

In compliance with Brown Act regulations, Debbie Martin legally posted these meeting minutes by June 8, 2020.

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