

SUBJECT

DaVinci Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.04.301.03

BACKGROUND

DaVinci Charter School (DaVinci), formerly Garden City Community School, is a K-8 public charter school authorized by the Public Charter School Commission (PCSC). The school has operated in Garden City since 2006.

DISCUSSION

DaVinci will provide an annual update on the status of the school. Staff has reviewed the materials submitted by the school and makes the following observations:

DaVinci currently enrolls 137 students and has a waiting list of 6 students. Student attrition is 30%, a high rate the school reports is due largely to family employment issues. DaVinci school plans to increase enrollment next year by offering morning and afternoon kindergartens with 20 students each.

The school did not make AYP in 2011. They are on alert status for language scores, math is in not met for 3rd year status, and reading scores are considered not met for the 1st year.

Additionally, DaVinci's measurable student educational standards (MSES) were not met for a second year. In February 2011, a corrective action plan submitted in response to a notice of defect issued on the grounds of failure to meet MSES, DaVinci submitted proposed amendments to this section of the charter. Due to a miscommunication, the school believed these proposed amendments to be approved, while PCSC staff believed that they were not eligible for approval because they had not yet gone through the sufficiency review and the proposed amendment was not submitted to the PCSC in legislative format rather than as a CAP. For this reason, these materials provide a comparison of the schools 2011 results to both the original and the proposed amended standards.

The first, original standard requires 85% of students in grades 1, 2, and 3 to achieve grade level scores on the IRI. Spring IRI scores reveal that 50% of first graders, 38% of second graders, and 80% of third graders achieved grade level scores; therefore, the standard was not met.

Similarly, DaVinci's ISAT language and math scores did not meet the second, original standard.

The proposed, amended MSES and actual results in comparison thereto are detailed in the Goals Attainment Report included with these materials. The first, proposed standard was in Kindergarten and third grade, but not first or second. The second, proposed standard was not met in language or math across most grade levels.

As detailed above, DaVinci has failed to meet its MSES, regardless of the version under consideration. Additionally, longitudinal comparisons fail to show consistent improvement in test scores. It should be noted that the school's small enrollment in certain grades magnifies the impact of each student's scores on the percentages used to compare results. DaVinci Charter School has implemented several changes, detailed in these materials, to help raise student achievement.

Parent survey results indicate general overall satisfaction with the school. However, about 20% of parents feel that expectations could be clearer, students need to be challenged more, and communication could be better. 31% do not feel that struggling students receive early intervention or additional help. 39% feel that students at the school are not well behaved.

DaVinci's financial outlook has improved. The FY11 audit documents a carryover of \$59,000. Current and upcoming year projections are also positive.

IMPACT

Pursuant to I.C. 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must "comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time..." If the public charter school fails to comply with the plan and cure the defect, "the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter."

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC consider whether DaVinci has failed to cure within a reasonable period of time the identified defect of failure to substantially meet any of the student educational standards identified in the approved charter.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

February 9, 2012

CHARTER SCHOOL DASHBOARD

Date: 12/12/11

School Name: DaVinci Charter School

School Address: 5655 W Glenwood St, Boise, ID 83714 (Garden City)

School Phone: 377-0011

Current School Year: 2011-2012

School Mission: DaVinci Charter School exists to provide a responsive, dynamic educational experience by placing the learner at the center; to evolve to meet the challenges of a changing world; and to serve a broad range of community needs. Through democratic principles and experience-proven practices, we foster responsibility, respect, responsiveness, and resourcefulness among all learners.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Laurel York Odell	President (08-11/extended to 2012)	organizational development consultant	laurelyo@cableone.net	(208) 859-8271
Tim Richey	Treasurer (09-12)	accounting	timothyrichey@gmail.com	(208) 921-4717
Matthew Shapiro	Secretary(08-11/extended to 2012)	educational philosopher, business entrepreneur	mshapiro21@gmail.com	(208) 246-0025
Michael Tetraul	parent rep(09-12)	science teacher	mtetrault@cableone.net	(208) 761-1317
Andrea Deardon Holmes	parent rep(2011-14)	public relations	andreadeardon@gmail.com	(208) 870-7837
The board is currently seeking 2 more members to fill the skill sets and positions of one board member who passed away this past year and another one who had to quite due to health challenges.				

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA

February 9, 2012

K	22	20.58	4	18	19.2
1	19		0	16	
2	17		0	18	
3	20	53.32	0	12	52.56
4	19		0	16	
5	17		0	8	
6	9	95.17	2	15	39.40
7	8		0	7	
8	6	13.43	0	11	19.41
9					
10					
11					
12					
TOTAL	137(Dec 2011)	129.18(Nov 2011)	6	121 (June 2011)	130.57(end of year 2011)

Student Attrition Rate: 33% turnover in 2010-11

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? increase
If yes, briefly describe planned enrollment changes, including numbers and grades affected:

We plan to have both an AM and PM kindergarten class with 20 students in each class.

We are planning a student recruitment campaign prior to our March lottery to cap all current classes and create a waiting list. Our new location has already begun to attract more families and if we can finalize building plans, we feel responses already shown will definitely create a waiting list to ensure classes stay full.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	5 -4%	2-1%	122 - 89%	4 - 3%	2 - 1%	2 - 1%	73 - 53%	24 - 18%
Previous	7-5%	3-2%	126-90%	4-3%	0	3-2%	74-53%	24-17%

FACULTY AND STAFF

Administrator Name(s): Cindy Hoovel

Administrator's Hire Date: July 2007

Administrator Email(s): cindy.hoovel@davincicharterschools.org

Current Classified Staff (# FTE): 5.75

Classified Attrition Rate: 0

Current Faculty (# FTE): 9

Faculty Attrition Rate: 12% (represents one teacher leaving)

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? no

If no, please specify indicator and status: on alert in language, math goals not met/year 3, reading goals not met year 1

If no, please describe plan for addressing need:

NOTE:

February 9, 2012

- 1) We have intensified our professional development to focus on gathering specific data to chart/review/analyze to determine students specific gaps.
- 2) Our School Improvement Team (includes admin, special services and teacher rep from each multi-age grouping collaboration team) has been accepted into the intensive RTI (Response to Intervention) training program.
- 3) Our SITeam attends all the SDE/BSU Specific Learning Disabilities trainings for the RTI Tiers and Learning Strategies/Interventions for reading and math.
- 4) We are currently applying for the new "Idaho Leads Project" since our Idaho Capacity Builders Grant is completed, but we'd like to continue intense mentorship to work towards continuous school improvement.

NOTE: Since our last Update to the Commission, the following has occurred:

- March 4 – No School/Professional Development Day – Screening and Assessment Development was given by Idaho Building Capacity coach, Joanie Peterson. Staff spent most of the time discussing at-risk students to develop our Response to Intervention Plan. The School Improvement team spent the afternoon developing a plan for K-8 Assessment Continuity to include in our RTI development for all school use to gather consistent academic data on each child. we are developing a handbook for all-school use.

- March 14 – Observation Protocol training (ICB grant) – Cindy attended this in Parma as the previous one had to be cancelled

- March 16 – School Net training - Michele & Wren attended. They will in turn train the rest of the staff on how to use the new data system the state is implementing once it's determined how it will be able to be used at our school.

- April 20 – Collaboration Series, part 2, presented for all schools by the Boise State School for Innovation and Improvement involved with the Idaho Capacity Builders project. Attended by our School Improvement Team- Angela, Brenda, Wren, Elizabeth and Cindy

- April 22 – Professional Development for all staff: Teaching staff worked in the computer lab documenting student assessment data into a new template created by 5/6 grade teacher, Ryan, to fit our school's unique philosophy versus the processes we had been trying to use that had been developed by the state. Everyone was impressed and thankful for all the hard work Ryan put into creating these very detailed data templates. These will be used to guide teachers' instruction as well as become a tool to show parents and students visual data to help them understand the academic progress of each student individually.

* School Improvement Team (Angela, Brenda, Wren, Elizabeth and I) have been meeting to use staff input/survey data, test results and school improvement training information to develop our future professional development plans. A Response to Intervention plan is being developed in written form to create a school manual for all staff to start using in the fall to create clarity and continuity for our academic and behavioral continuous improvement processes.

- Inservice prior to September school opening : Staff in-service prior to school starting included team building, building relationships with our neighbors and addressing internal issues prior to opening at our new location. Due to the needs to complete the move, the next two professional days were dedicated to collaboration with other teachers, lesson plans and a two hour Open House for families. Staff discussed and trained regarding our Response to Intervention plans as part of our school improvement process. Wren shared how to give the Words Our Way assessments which was chosen last spring to assess spelling K-8.

9/11 - hired part-time certified secondary math teacher to work with grades 5-8

9/22/11 – Staff Training in “Words Our Ways” spelling assessments by Wren

9/29/10 – Cindy visited Williamsburg Collegiate Charter School (grades 6-8)in Brooklyn, NY to observe methods they were using to improve state scores, student retention and encouraging future post-secondary education.

10/4/11 – Cindy and Joanie (IBC) conferenced regarding necessary school improvement academic plans

10/6/11- (Idaho Teacher In-Service Day) Using Title II Professional Development funds, all certified teachers attended the Idaho Arts Education Conference in Boise to learn more ideas to teach core subjects through arts integration effectively.

10/7/11 - (Idaho Teacher In-Service Day) Certified teachers used this day to collaborate with their teams in areas of: 1) student data review & analysis, 2) developing student RTI tier plans, 3) identifying professional development needs and planning for Family Goals Night and the upcoming year

10/14/11 – Angela & Cindy attended the state Federal Programs Conference in Boise

February 9, 2012

•11/21-22/11: Family-Teacher Conferences (required): 93% attendance and remaining families have had make-up conferences so we are now at 99% participation. Good feedback given on this adjusted format to start the year as parents appreciated having 30 minutes with their child sharing their portfolios along with the teacher's total involvement to answer questions. We will have Student-Led Conferences in the spring.

•10/20/11 – School Improvement Team attended the SDE's RTI (Response to Intervention) training in Nampa (Wren, Elizabeth, Brenda, Angela & Cindy)

•10/24-25/11 – Cindy attended Superintendents' Network field trip to Canby, Oregon to research educational uses of technology at various cost levels (paid through grant)

•10/27/11 – Teaching staff training by School Improvement Team on RTI and the 3-tiers to identify each teachers' students' placement and needs

•11/3/11 – Danielson's Frameworks Training by Joanie Peterson good classroom teaching and observation skills to identify good practices for improvement and evaluations

•11/10/11 – DRA (Developmental Reading Assessment) Training by Wren for all staff involved with reading. (Huge thanks to her for all the work this took to prepare!)

•11/14/11 – School Improvement Team at Tier 2 Workshop (by SDE Special Education Dept) in Nampa

11/29/11: Pre-Legislative Charter School Meeting: Laurel & Cindy attended

12/1/11: Response to Intervention (RTI) Module Training, School Improvement Team (Angela, Elizabeth, Wren, Brenda & Cindy)

12/8/11: Cindy attended an excellent District III Superintendents Meeting titled: Superintendents as Instructional Leaders, by Nampa Supt Gary Larsen

January 2011: Director Cindy announced Wren Nicks will be Instructional Coach to assist her and lead the School Improvement Team. She will receive a stipend to cover her additional work to research and train staff. Se has been identified to have incredible experience in curriculum development - especially in the areas of curriculum guided by assessment, data and research-based best practices and curriculum/tests.

Was your school selected to participate in NAEP this year? no

REPORTING

Date of last programmatic operations audit? May 2011

Date submitted to authorizer? July 2011

Who performed your most recent programmatic audit? Idaho Charter School Network

Date of most recent fiscal audit? August 2011

Date submitted to authorizer? October 2011

COMMENTS

Please describe any significant changes experienced by your school in the past year:

1) We relocated our school to a temporary location in modulars next to land where we are diligently working the develop the financial package in order to build in 2012. This was forced upon us after our landlord leased the spaces next to our kindergarten to a brewing company and a tactical firearms and decided not to renew our lease. We had to move the entire school into "pods" to be stored throughout the summer until we found and created a new facility during the summer!

2) Our school improvement team and RTI intervention greatly intensified working towards academic results required by the state test score and standard requirements while balancing with DaVinci educational philosophies. A majority of our staff's professional development and staff meetings have been dedicated to improvements in assessment tools, data collection and using this to develop specific interventions to help specific areas of our students' learning.

3) Policies created to meet new state education laws resulting from 2011 legislative session.

February 9, 2012

Please describe the greatest successes experienced by your school in the past year:

- 1) Finding a way to move from our negative landlord and facility location was a huge success!
- 2) Being invited to present our performance-based learning and assessment educational philosophies to the Idaho Board of Education during the legislative season.
- 3) An all-school final performance "Emergence: a celebration of our lives, learning and limitless potential" in which the students created their own skits, songs and dances - each were integrated with the standards they'd learned throughout their school year. Parents who own a production company helped create a stage, special lighting and sound affects to assist the students in an incredibly professional theater arts presentation - completely student driven!
- 4) We have a Town Hall meeting scheduled for Jan 25 to gather stakeholders opinions on what is needed to make DaVinci successful. This information - along with our annual parents satisfaction survey completed by the Center for Educational Effectiveness - will be used to develop an updated Strategic Plan for our next 3-5 years during our Feb 17, 2011
- 5) Our Parent Satisfaction Survey (using the Characteristics of High Performing Schools) showed us ranked with the top Washington Schools of Distinction and Idaho's Top 10% of high performing schools as measured by state reading and math assessments. (see survey "web" charts).

ADDITIONAL SUCCESS INFORMATION:

A HISTORY of SUCCESSES: Prepared as per banker's request to present to his superiors as part of our building finance project this year, September 21, 2011

It's all about the children...

as a community of learners and as individual learners through the integration of the arts and real-life experiences!

HISTORY

- 1) Prior to our current administrator, Cindy Hoovel, being hired in summer 2007, the school's original director had resigned and the school had received two letters of defect from the Idaho Public Charter School Commission (IPCSC): one for their financial situation and one for concerns that they were not following every educational and behavioral aspect stated in their original charter. The board developed a sound financial CAP (correction action plan) which was further tightened by Cindy and the board later in the year. Cindy developed a CAP to address the second letter which required some re-writing of the charter and highly focused staff professional development.
- 2) Commendations were received by the Idaho Charter Commission (IPCSC) in spring 2008 for completing all corrective action plan requirements stating they were impressed with the improvements – both financially and educationally. NOTE: Our district is considered a Title I school with 60% students at risk for various factors – usually financial and family situations.
- 3) Commendations were received by the IPCSC chairman and each commissioner individually in January 2011 following the administrator's presentation of our required school updates covering the past three years. They were specifically impressed with how far the school had come financially as they "didn't think the school could recover from the first year's financial challenges" and felt we had been very creative staying fiscally responsible while dealing with changes in state funding.
- 4) Through the IPCSC's recommendations, the administrator was invited by the Idaho Board of Education to present our school's educational philosophy and financial creativity during their Boise legislative session winter 2011. Commendations were received by the Board and State Education Superintendent, Tom Luna, regarding the school's performance-based learning methods (versus teaching students at computers only to be prepared for high stakes testing required by the state and federal government) and financial creativity.

- 5) Prior to the opening of the school in 2006, financial challenges arose regarding their potential facility so alternative arrangements were made in order to open the school and all original contracts were re-negotiated and paid off. The school has always met all financial obligations from the time it opened and are debt free.
- 6) Student enrollment was 89 when current administrator was hired. As of the start of the 2011-2012 school enrollment was at 160. When a permanent building can be started, we confidently project we will have full enrollment (200+) with a large waiting list!

-1-

FINANCING

- 7) When our three years of federal Charter Starts grants (total of \$827,000) were completed (see financials from 2006-2009), we successfully made the lowered income adjustments through meetings with parents, teachers, students and the board to gain all stakeholders' feedback regarding budget cut ideas. Through months of meetings to give everyone an opportunity to be heard – and develop buy-in – The following were implemented:
- a. Students and staff decided to clean their own rooms and all areas of the school, so custodian contract was dropped: Savings: \$13,000/year
 - b. Our receptionist/secretary was rified (reduction in force) and in her place volunteer parents answered phones and greeted guests: Savings: \$ 22,000/year
 - c. Changed our lunch caterers to Boys & Girls Club who were trying to develop a business to coordinate with their development of a federal food program: Savings: \$39,000/year
 - d. Implemented a “backwards auction” during our annual school auction for attendees to donate money to be used for our curriculum field trips (which the state discontinued) : Additional Funds \$5600
 - e. Director substituted for teachers and safety monitors when necessary: Savings: \$2,000/year
 - f. Director taught the Art Studio sessions for each class and coordinated professional artists and events for two years until another grant could be written to re-hire a part-time art coordinator: Savings: \$12,000/year
 - g. We negotiated to lower our building lease costs during the 2010-2011 year: Savings: \$10,000/year
 - h. Parents chose to give \$50/trimester to help with costs of special programs – specifically the arts. Additional Funds \$20,000/year (cannot legally require this to be paid, so this varies, but is often higher)
 - i. All staff applies for at least two grants per year to cover special projects or trips
 - j. Small increase to our classroom caps for number of students allowed to enroll to enable us to receive more money through the state. We continue to have smaller classes than surrounding districts, though.
- 8) In order to learn to implement our unique educational and behavioral philosophies, our staff logged more professional development hours than any other school in Idaho.
- 9) The administrator brought in a bookkeeper she had known from another school district as a student aide until the appropriate time came to be able to hire her as the school's business manager to keep the books and manage technology needs for both staff and the Idaho Department of Education. This employee has attended all possible educational finances and technological trainings and has become an expert resource often called upon by other school districts.
- 10) No pay cuts or position cuts to staff in 2011-2012 and a 1% increase in 2010-2011 due to careful budgeting. Most districts cut all teachers salaries and many positions during this time.
- 11) Dave Evans Construction has partnered with DaVinci by allowing us to place modulars on their land, rent-free for our temporary location during the 2011-2012 school year while we continue to develop a financial package to enable us to build a permanent location.

12) The administrator negotiated with a modular building company to donate our administrative building, bathrooms and some ramps in order to afford the move to our current temporary location.

13) Through administrator's grant writing, we receive all possible federal grants to cover school improvement and special needs children.

14) A financial committee was developed in 2009 which includes the administrator, board treasurer, past board treasurer, school business manager and a community member who is an educational auditor. This group meets each month prior to board meetings to over see financials and make recommendations to the board as needed.

-2-

OTHER

15) Received special commendations for our Special Education program the last two years

16) Received special commendations for our business manager's implementation of the new Idaho System for Educational Excellence data system

17) Continuous improvement on stakeholders' satisfaction survey data which is given each year to teachers, students and all parents. We have a 90% response result from families.

18) Partnerships with the community are very important and have included: Trey McIntyre Project, GC Chamber of Commerce, Rotary Club, St Luke's hospital, BSU and NNU arts programs and student teachers, local professional artists, Bells for Books, GC library, Boise Watershed (we are their pilot school for curriculum development), Shakespeare Festival, our local and state legislators, Micron, HP, etc.

Bottom line success: improving our financial situation and developing the ability to project and follow our budget closely in order to end the year on track to start developing reserve funds.

Please describe any challenges you anticipate during the upcoming year:

- 1) Finalizing the financial package to build a school facility.
- 2) Improving our AYP by continuing to work to identify interventions to help fill students' gaps in learning
- 3) Continuing to work within our very tight budget.
- 4) Increase student population while keeping our current students to develop consistency in the student group who is learning through our educational philosophies without having to continuously identify new student gaps and re-teaching a large number of students the basics of core subjects so they can excellerate into areas conducive to our inquiry-based, hand-on learning methods.

Please add any additional information of which you would like to make your authorizer aware :

We appreciate the Idaho Public Charter School Commissions's continuous hard work as volunteers to oversee their charter schools with high expectations.

REQUIRED ATTACHMENTS

- Most recent ISAT, IRI, DWA, and DMA results (as applicable)
- Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)

February 9, 2012

- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year

GOALS ATTAINMENT

DaVinci Charter School, #459

(Garden City Community School)

EXERPT from GARDEN COMMUNITY CHARTER SCHOOL's ORIGINAL CHARTER

B. Assessment

The role of assessment and evaluation is to help and encourage the learner. In our system, assessment and evaluation are utilized by learners for empowering feedback rather than being feared as extrinsic and authoritarian judgment. Furthermore, assessment and evaluation are designed to measure and reflect true understanding and application of knowledge rather than memorized facts and rote skills.

(GCCS/DaVinci Image of Education)

1. Measurable Educational Standards

The measurable educational standards of DaVinci Charter School are defined in terms of the demonstration of working knowledge or deep understanding in classroom-level performances. These performances will be designed to meet Idaho Standards objectives and any additional standards developed within school. Correlation to Idaho Standards will be explicitly demonstrated. Teachers will also use a variety of other formal and informal assessments, such as self-assessment, peer assessment, quizzes, tests, and work sampling, to gauge student progress.

Among the other measurable educational standards we will employ are performance benchmarks on standardized assessments employed by the State of Idaho. These benchmarks are targets that exceed current achievement levels of schools that serve Garden City students.

Idaho Reading Indicator

65% of Grade 1, Grade 2, and Grade 3 equivalent students will achieve corresponding grade-level scores on the Idaho Reading Indicator by the end of their third year in attendance. *DaVinci's goal is to show individual student growth with all students (K-3) as they progress through their school years or enter mid-year from other educational placements.*

2011 IRI Scores: Fall to Spring

K: 45%	83%
1: 48%	50%
2: 33%	38%
3: 37%	80%

Idaho Standards Achievement Test

While DaVinci knows students test results will show higher results as they progress through our unique educational learning process, the following are realistic goals that have been set for ISATs:

GOAL/GRADE LEVEL/SUBJECT/# STUDENTS PROFICIENT+/TOTAL STUDENTS TESTED

65% of **Grade 3** equivalent students will achieve a Proficient or Advanced score on the Reading, Language, and Math ISATs

Reading: 83% (10/12) Language: 50% (6/12) Math: 67% (8/12)

65% of **Grade 4** equivalent students will achieve a Proficient or Advanced score on the Reading, Language, and Math ISATs

February 9, 2012

Reading: 72% (13/18) Language: 72% (13/18) Math: 56% (10/18)

65% of **Grade 5** equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

Reading: 78% (7/9) Language: 33% (3/9) Math: 44% (4/9)

65% of **Grade 6** equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

Reading: 39% (5/13) Language: 46% (6/13) Math: 46% (6/13)

65% of **Grade 7** equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

Reading: 83.3% (5/6) Language: 67% (4/6) Math: 17% (1/6)

65% of **Grade 8** equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

Reading: 71% (5/7) Language: 43% (3/7) Math: 14% (1/7)

DMA & DWA TESTS ARE NO LONGER USED IN IDAHO

If any of these goals are not met, DaVinci will re-examine its instructional practices and make appropriate improvements.

2. Measuring Student Progress

In the DaVinci model, we emphasize assessment that enhances learning. Learners will be encouraged to see assessments as learning experiences and as challenges. They will not be used as extrinsic motivators. The remainder of this section describes the blended modes of assessment that will be employed to monitor learner progress and ensure accountability within the system.

a. Classroom Assessments

Teachers will routinely employ formal and informal classroom assessments in order to gauge learners' understanding and skills. Some assessments will be drawn from commercially available curricula in use, such as the math texts. Learners will be encouraged to evaluate their own learning as well.

b. Performance-Based and Authentic Assessment

Performance-based and authentic assessments will be designed along with classroom units by teacher and by students in collaboration with teachers as part of the CLD process. These assessments will be devised with reference to Essential Learnings elements and Idaho Standards, goals, and objectives. They will be presented in the form of authentic and realistic situations that challenge learners across different learning areas and multiple intelligences.

Learners will learn to participate in the evaluation of their own performances alongside teachers. Both will be looking for evidence of, at a minimum, working knowledge, and preferably deep understanding. Exemplary work samples will be chosen and recorded in student portfolios.

c. Standardized Assessments

All students are required by Idaho law to take statewide standardized assessments, including the Idaho Reading Indicator, the Direct Math Assessment, the Direct Writing Assessment, and the ISAT tests. Although the GCCS does not employ the conventional age-grading system within the school, these tests will

be administered to students at the grade level that is equivalent for their age, and according to the schedule required by state laws governing standardized testing.

In addition, administrative law requires that students enrolled in the DaVinci Charter School participate in the National Assessment of Educational Progress (NAEP), if the school is selected.

4. Accountability for Meeting Measurable Student Educational Standards

A public education system should be always seeking its purpose within the larger context of stakeholder aspirations and the conditions of a changing world. The term "stakeholder" includes everyone that is affected by the education system, which means everyone in the community, children and adults, present and future. We maintain that educational programs and policies should be adapted to the community, the school, the classroom, and the learner. School curriculum should continually be examined and constructed to reflect community ideals. We also seek to foster a system that learns as it fosters learning among individuals. Therefore, the system is built around a living spiral of design that explicitly bridges aspirations, assumptions, values, intentions, plans, actions, and results.

(GCCS/DaVinci Image of Education)

In DaVinci Charter School, everyone is considered accountable for meeting measurable student educational standards. This includes students, staff, parents, local District and state administrators, and the system itself.

Students are held accountable through the choices they make in the design of units, the effort that they put in, and the strategies that they employ to improve their progress. Feedback on performance will be very clear to them through the multi-faceted assessment approach used by the school. If students do not make adequate progress in progressing through standards and Essential Learnings, they consequently are guided to invest more time in those areas until they are making adequate progress.

Teachers and school administration are accountable for meeting measurable student educational standards through the progress that their students make through standards and Essential Learnings, as well as via classroom assessments, work sampling and portfolios, and standardized exams. Another channel of accountability is the rate at which students are drawn toward particular teachers when choices are available. Teachers must also consistently uphold the "4R's" principles and the school discipline policy, which is important to the atmosphere of the school as a learning community.

Parents are held accountable by being expected to attend parenting education classes and by being asked to be an active participant in the life of the school, by which they may better understand what is happening in the classroom and in the lives of their children.

District and state administrators are held accountable for adequate funding, for open communication, and for making cooperation and coordination of support services as simple and effective as possible.

The DaVinci system itself is accountable through its core design. If the design is not adequately equipping learners for success, then the entire design spiral – from Image of Education to Design Solutions that have been implemented – will be examined by the Community Council for areas of weakness in adapting to the realities of how students learn, to the needs of the community, or to available resources. The Image of Education can be altered, new Design Solutions can be generated, and policies and methodologies can be changed to strengthen the school and its learners. *

the Garden City Community School embraces the following principles that serve to guarantee equity:

Universal Design for Learning: Our comprehensive design process is uniquely open to design solutions that serve the needs of all learners, even when those solutions are originally intended to provide equity for learners qualified for special services under IDEA. This happens to be the basis for the Universal Design for Learning model advanced by David H. Rose et al in the context of special education. In short, the brain research-based UDL framework proposes that educators strive for three kinds of flexibility:

- To represent information in multiple formats and media.
- To provide multiple pathways for students' action and expression.
- To provide multiple ways to engage students' interest and motivation.

The three UDL principles, implemented with new media, can help educators improve how they set goals, individualize instruction, and assess students' progress.

Individualized Learning Design: The responsibility extended to learners for evaluating and reflecting upon their own learning program will also be afforded to learners with special needs to the greatest extent possible.

Inclusion: When provided with a viable choice between isolating learners with special needs and including them in regular classes, we will opt for inclusion. This is in accordance with the spirit of the legal requirement for Least Restrictive Environments.

Parental Involvement: Parents will be involved in every step taken by the school in regard to their children with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP (Individual Education Plan) or 504 plan.

Cooperative Teaching: Regular teachers and special education staff will work closely together in the classroom to best serve their learners with special needs.

2. GCCS Protocol for Identifying and Serving Learners with Special Needs

1. Pre-Referral

Pre-Referral is an initial step that may be prompted by observations by teachers or other staff and/or parents. Records from previous schools may indicate special needs as well. The Pre-Referral Team will consist of the school's administrative director, one or more of the child's classroom teachers, the school counselor, the school's special education teacher, and other specialized staff. Parental involvement will be sought at this stage. The task

of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the child.

The ideal outcome of pre-referral is prompt action that enables the learner to both participate fully and learn fully without the need for additional resources. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, changes in classroom tasks or organization, changes in assessment, or changes in technology. However, if best efforts at intervention at this level are not successful, testing for disability will be sought.

2. Testing and the Child Study Team

If pre-referral interventions are unsuccessful, a Child Study Team will be prepared to test the child for disabilities. The permission of parents or guardians must be obtained for testing to occur. The Child Study Team will consist of specialists from among GCCS and those contracted privately or through the Boise School District, who have expertise in evaluating the range of possible disabilities that a child may have. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

3. Conclusive Results of Testing and the Individual Education Plan

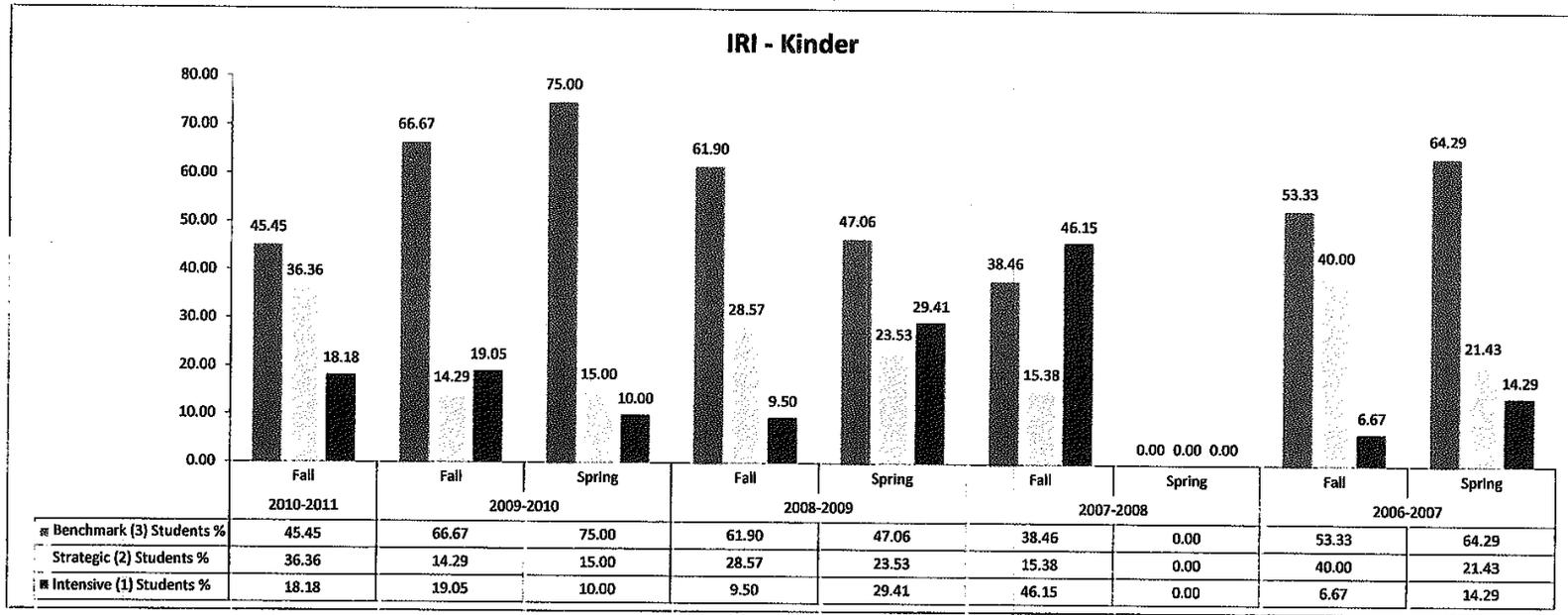
If testing concludes that the child has a disability defined within IDEA, then an Individual Education Plan (IEP) will be developed for meeting the needs of the child in a Least Restrictive Environment. The student's Individualized Learning Design will integrate the content and prescriptions of the IEP. The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the IEP's creation (staff, parents, and student).

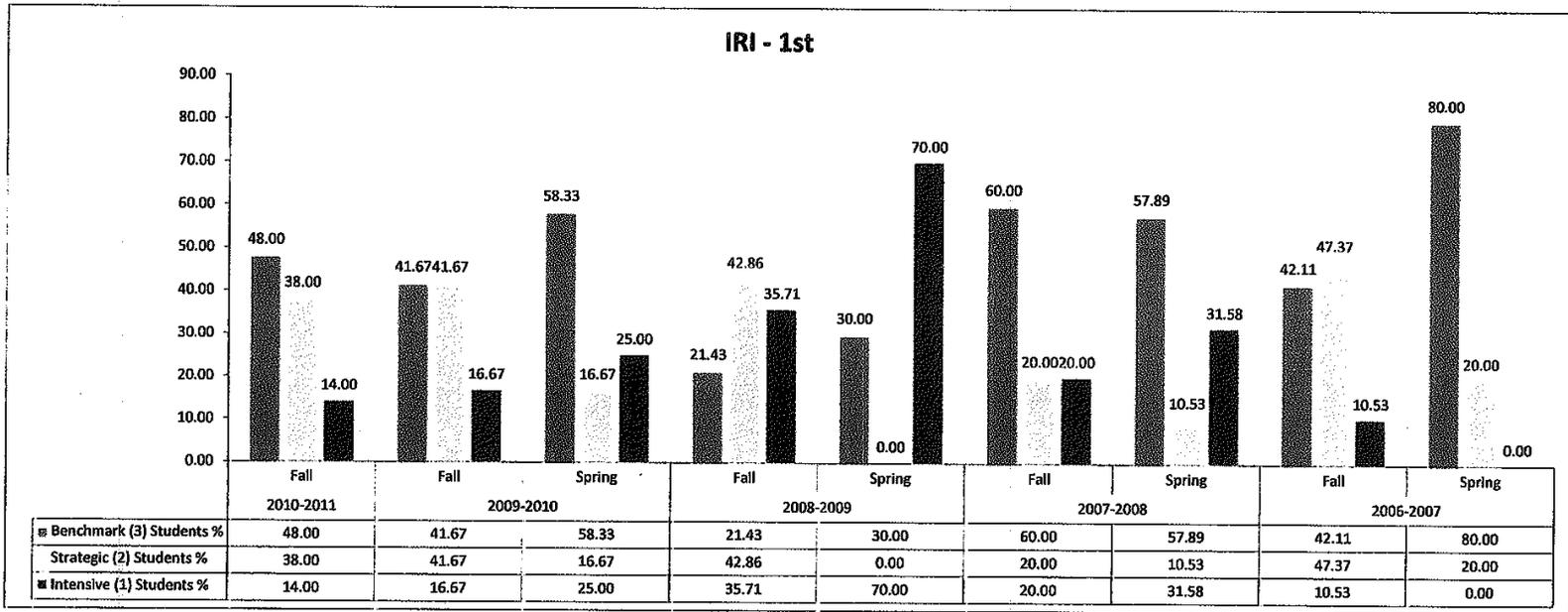
It is the long-term goal of the school to eliminate the need for an IEP and special services through enabling the learner to advance physically, cognitively, and emotionally to the point of equity in the general environment of both the school and the community.

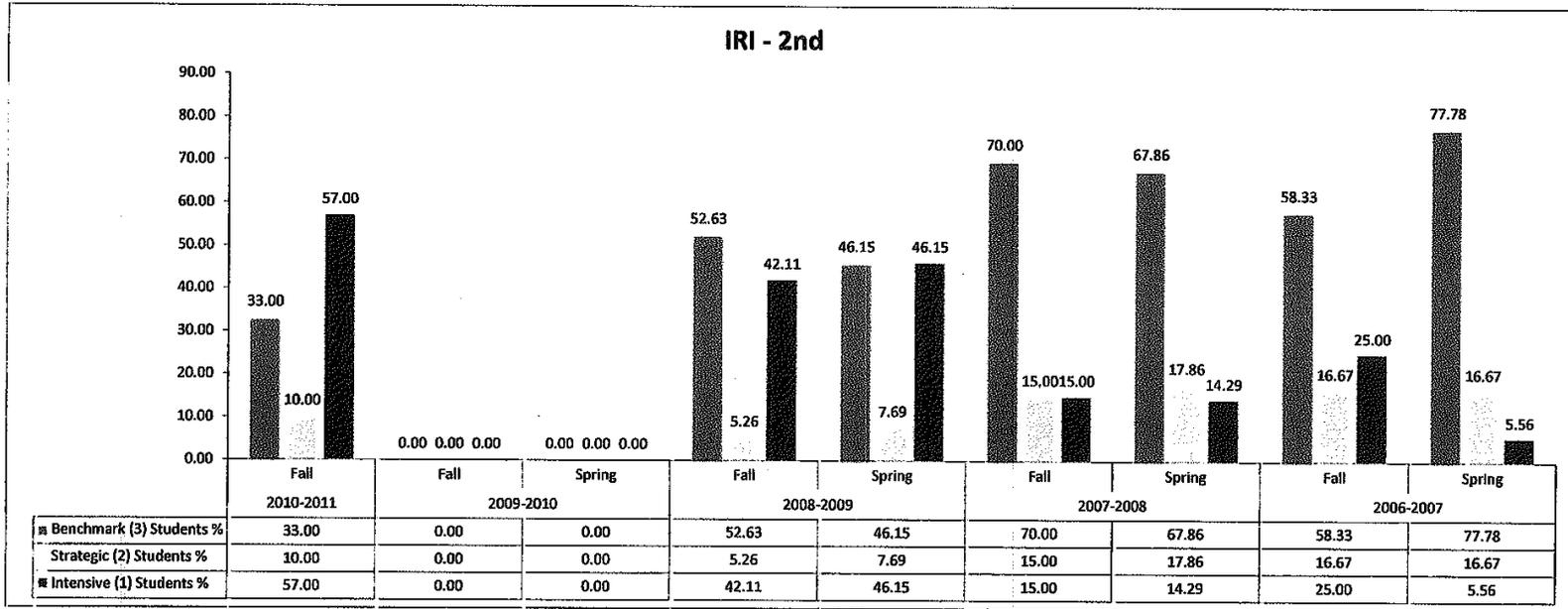
3. Section 504

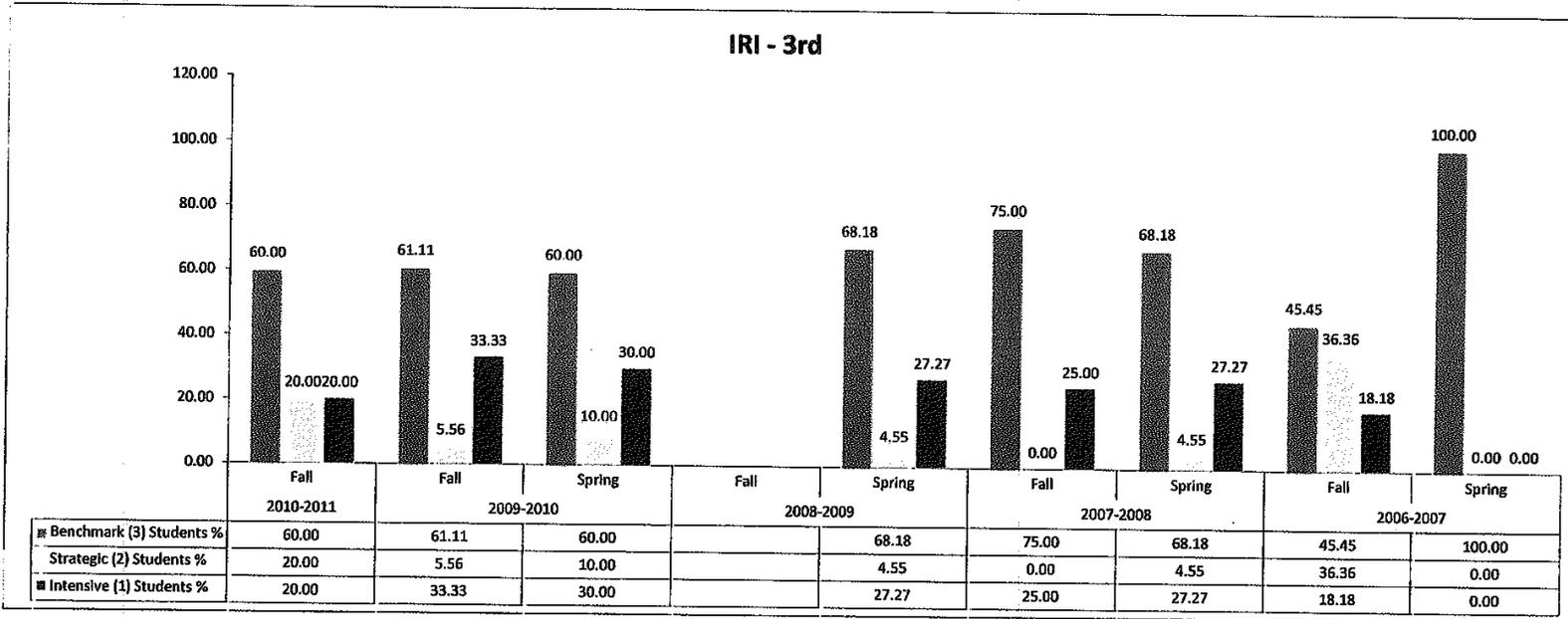
Students who do not qualify under IDEA may qualify for special services under Section 504 of the Rehabilitation Act of 1973. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under 504 will result in an Accommodation Plan.

IRI								
Grade	Year	Semester	Benchmark (3)		Strategic (2)		Strategic (1)	
			Students		Students		Students	
			#	%	#	%	#	%
Kinder	2010-2011	Fall	10	45.45	8	36.36		
	2009-2010	Fall	14	66.67	3	14.29		
		Spring	15	75.00	3	15.00	2	10.00
	2008-2009	Fall	13	61.90	6	28.57		
		Spring	8	47.06	4	23.53	5	29.41
	2007-2008	Fall	5	38.46	2	15.38		
		Spring	N/A	N/A	N/A	N/A	N/A	N/A
	2006-2007	Fall	8	53.33	6	40.00		
Spring		9	64.29	3	21.43	2	14.29	
1st	2010-2011	Fall	10	48.00	8	38.00		
	2009-2010	Fall	5	41.67	5	41.67		
		Spring	7	58.33	2	16.67	3	25.00
	2008-2009	Fall	3	21.43	6	42.86		
		Spring	3	30.00	0	0.00	7	70.00
	2007-2008	Fall	9	60.00	3	20.00		
		Spring	11	57.89	2	10.53	6	31.58
	2006-2007	Fall	8	42.11	9	47.37		
Spring		12	80.00	3	20.00	0	0.00	
2nd	2010-2011	Fall	7	33.00	2	10.00		
	2009-2010	Fall	N/A	N/A	N/A	N/A		
		Spring	N/A	N/A	N/A	N/A	N/A	N/A
	2008-2009	Fall	10	52.63	1	5.26		
		Spring	12	46.15	2	7.69	12	46.15
	2007-2008	Fall	14	70.00	3	15.00		
		Spring	19	67.86	5	17.86	4	14.29
	2006-2007	Fall	7	58.33	2	16.67		
Spring		14	77.78	3	16.67	1	5.56	
3rd	2010-2011	Fall	6	60.00	2	20.00		
	2009-2010	Fall	11	61.11	1	5.56		
		Spring	12	60.00	2	10.00	6	30.00
	2008-2009	Fall						
		Spring	15	68.18	1	4.55	6	27.27
	2007-2008	Fall	15	75.00	0	0.00		
		Spring	15	68.18	1	4.55	6	27.27
	2006-2007	Fall	5	45.45	4	36.36		
Spring		11	100.00	0	0.00	0	0.00	



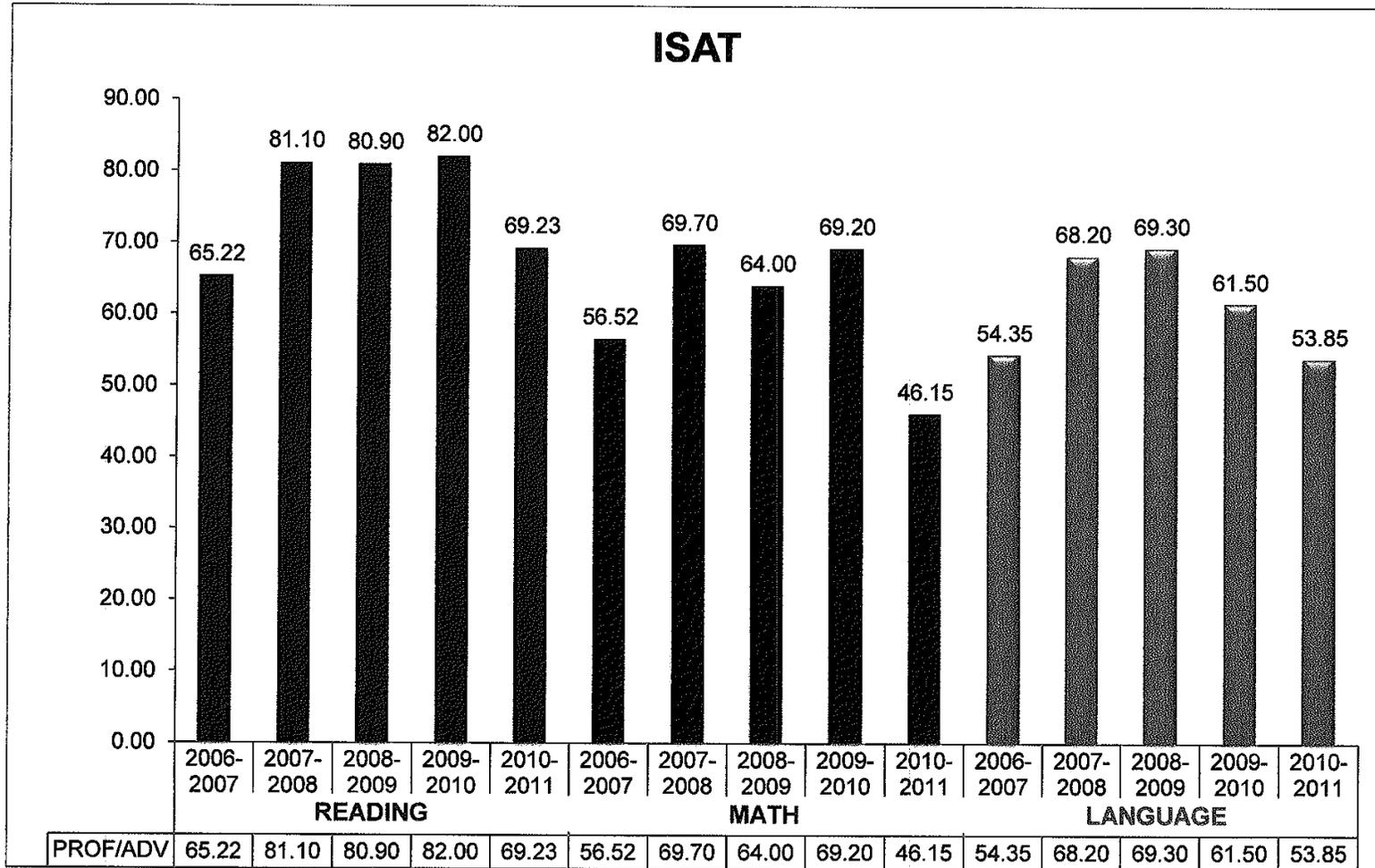




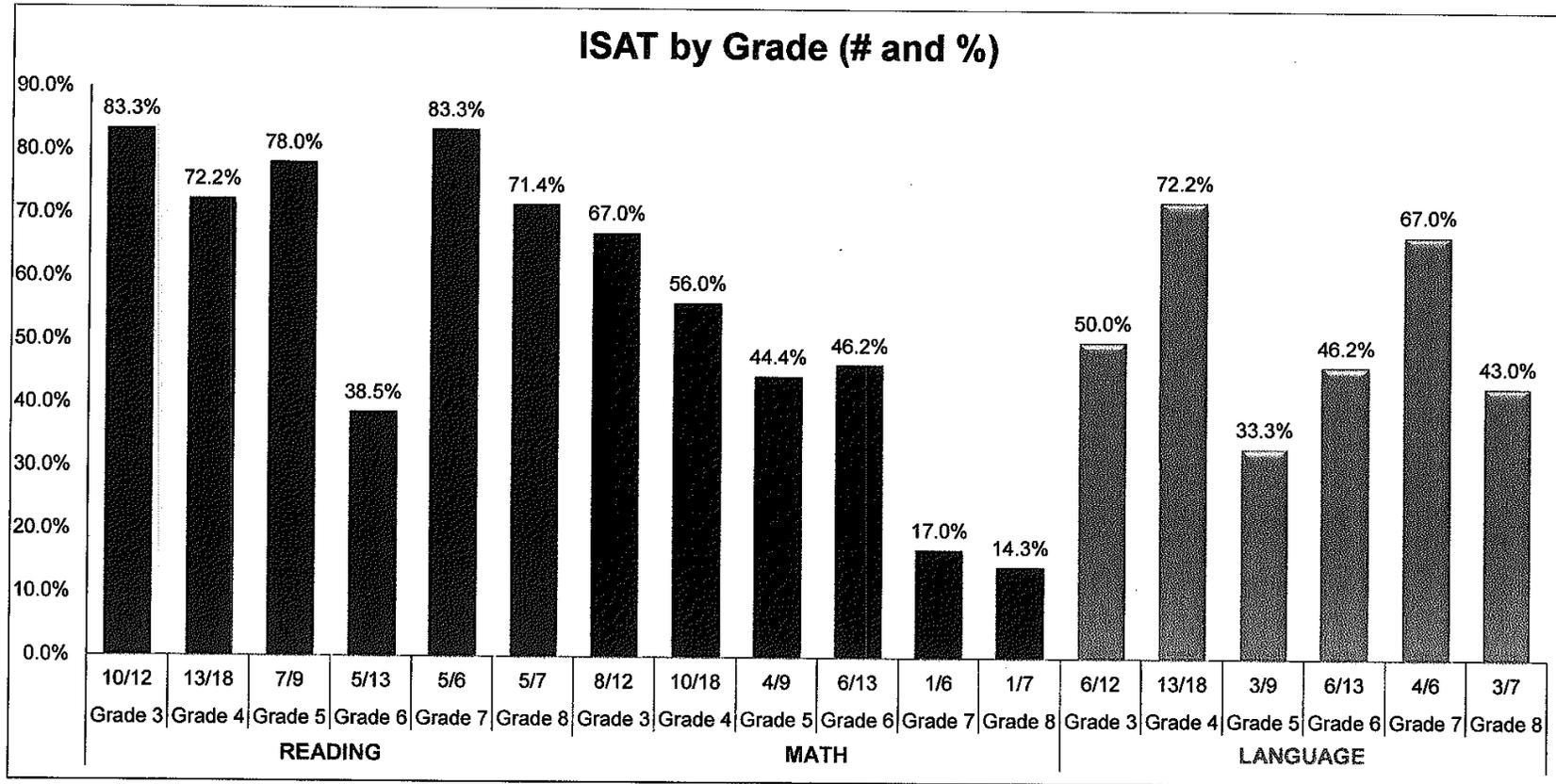


ISAT

Subject	Year	% Students Tested	PROF/ADV
READING	2010-2011	100.0%	69.23
	2009-2010	100.0%	82.00
	2008-2009	100.0%	80.90
	2007-2008	96.7%	81.10
	2006-2007	100.0%	65.22
MATH	2010-2011	100.0%	46.15
	2009-2010	100.0%	69.20
	2008-2009	98.8%	64.00
	2007-2008	97.8%	69.70
	2006-2007	100.0%	56.52
LANGUAGE	2010-2011	100.0%	53.85
	2009-2010	100.0%	61.50
	2008-2009	98.8%	69.30
	2007-2008	97.8%	68.20
	2006-2007	100.0%	54.35



Spring 2011

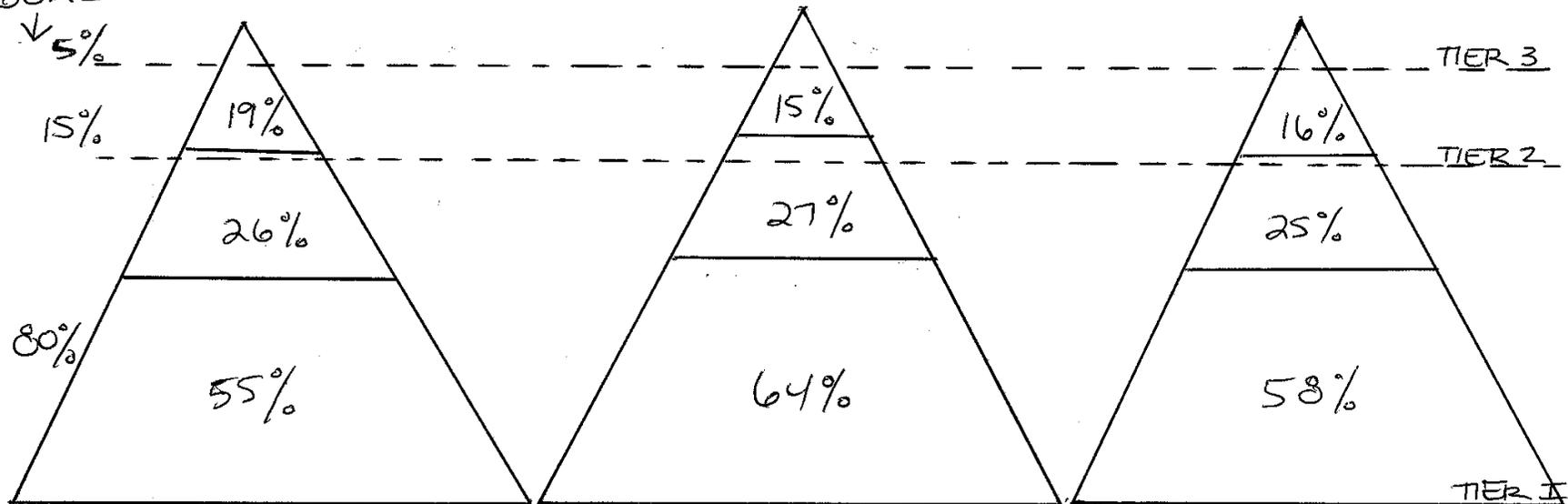


DaVinci Charter School #459

RTI Tiers as of 11/11/11

	Math						Reading						Language					
	1		2		3		1		2		3		1		2		3	
K	17 / 22	77%	2 / 22	9%	3 / 22	14%	19 / 22	86%	1 / 22	5%	2 / 22	9%	19 / 22	86%	1 / 22	5%	2 / 22	9%
1	12 / 19	63%	1 / 19	5%	6 / 19	32%	9 / 19	47%	3 / 19	16%	4 / 19	21%	9 / 19	47%	3 / 19	16%	4 / 19	21%
2	9 / 16	56%	3 / 16	19%	4 / 16	25%	10 / 16	62.5%	2 / 16	12.5%	3 / 16	19%	8 / 16	50%	4 / 16	25%	4 / 16	25%
3	11 / 20	55%	9 / 20	45%	0 / 20	0%	10 / 20	50%	10 / 20	50%	0 / 20	0%	6 / 20	30%	12 / 20	60%	2 / 20	10%
4	6 / 17	35%	8 / 17	47%	3 / 17	18%	11 / 17	64%	4 / 17	24%	2 / 17	12%	10 / 17	59%	5 / 17	29%	2 / 17	12%
5	10 / 19	53%	4 / 19	21%	5 / 19	26%	10 / 19	53%	3 / 19	5%	6 / 19	32%	12 / 19	63%	3 / 19	16%	4 / 19	21%
6	6 / 9	67%	2 / 9	22%	1 / 9	11%	6 / 9	67%	1 / 9	11%	2 / 9	22%	6 / 9	67%	2 / 9	22%	1 / 9	11%
7	3 / 8	37.5%	1 / 8	12.5%	4 / 8	50%	5 / 8	63%	2 / 8	25%	1 / 8	12.5%	4 / 8	50%	2 / 8	25%	2 / 8	25%
8	1 / 6	17%	5 / 6	83%	0 / 6	0%	5 / 6	83%	1 / 6	17%	0 / 6	0%	4 / 6	67%	2 / 6	33%	0 / 6	0%
	75 / 136	55%	35 / 136	26%	26 / 136	19%	85 / 136	64%	27 / 133	20%	20 / 133	15%	78 / 134	58%	34 / 134	25%	21 / 134	16%
	Tier I Math		Tier II Math		Tier III Math		Tier I Reading		Tier II Reading		Tier III Reading		Tier I Language		Tier II Language		Tier III Language	

MINIMUM GOAL
↓ 5%

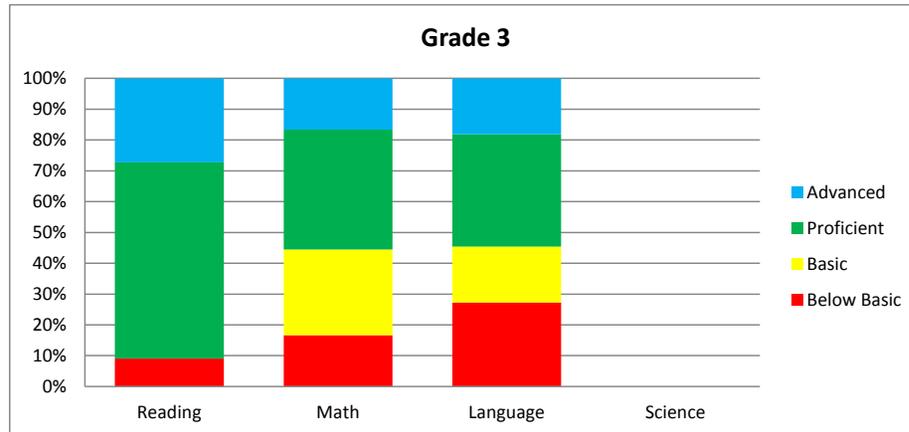


Math

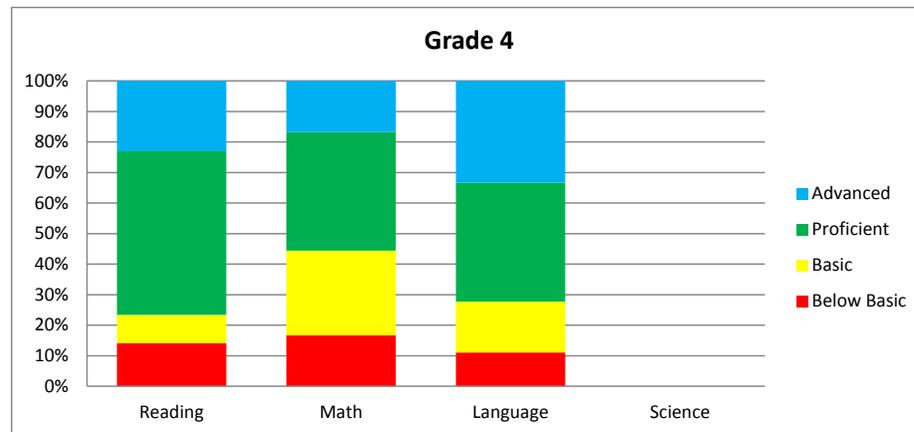
Reading
(All School Totals)

Language

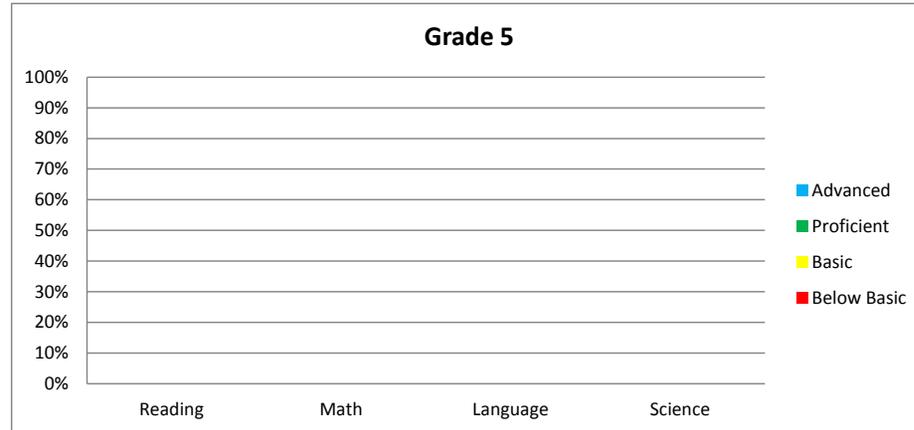
Grade 3	Reading	Math	Language	Science
Below Basic	9.1	16.7	27.3	
Basic	0	27.8	18.2	
Proficient	63.6	38.9	36.4	
Advanced	27.3	16.7	18.2	



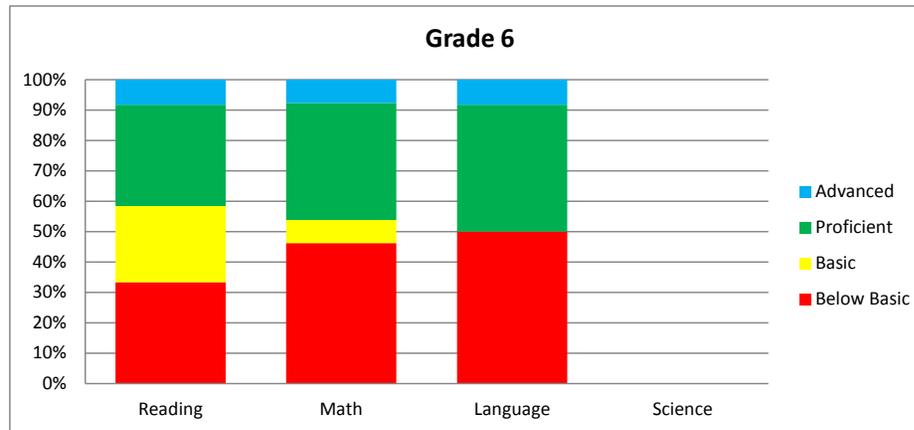
Grade 4	Reading	Math	Language	Science
Below Basic	16.7	16.7	11.1	
Basic	11.1	27.8	16.7	
Proficient	63.6	38.9	38.9	
Advanced	27.3	16.7	33.3	



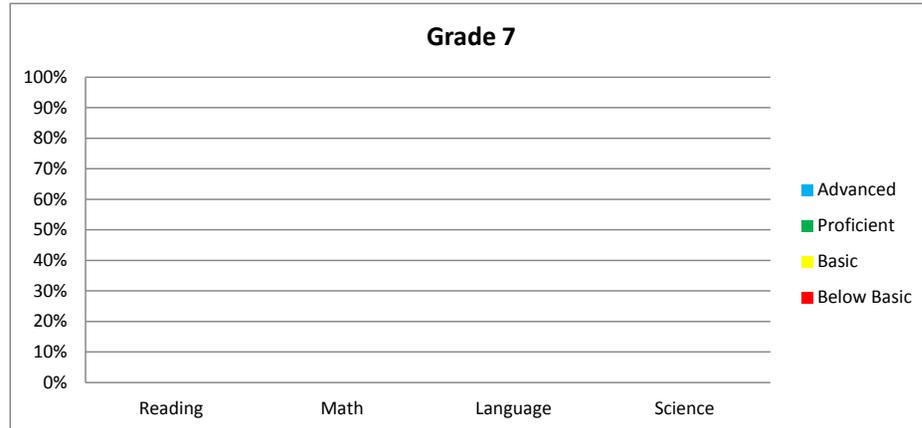
Grade 5	Reading	Math	Language	Science
Below Basic	*	*	*	*
Basic	*	*	*	*
Proficient	*	*	*	*
Advanced	*	*	*	*



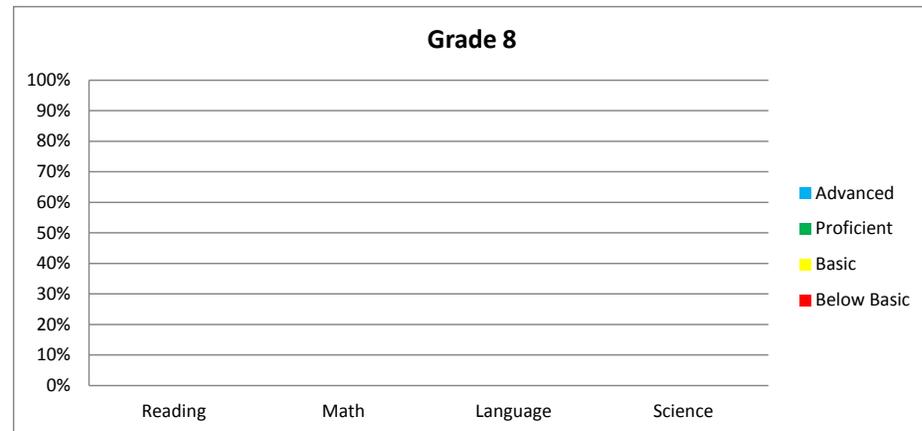
Grade 6	Reading	Math	Language	Science
Below Basic	33.3	46.2	50	
Basic	25	7.7	0	
Proficient	33.3	38.5	41.7	
Advanced	8.3	7.7	8.3	



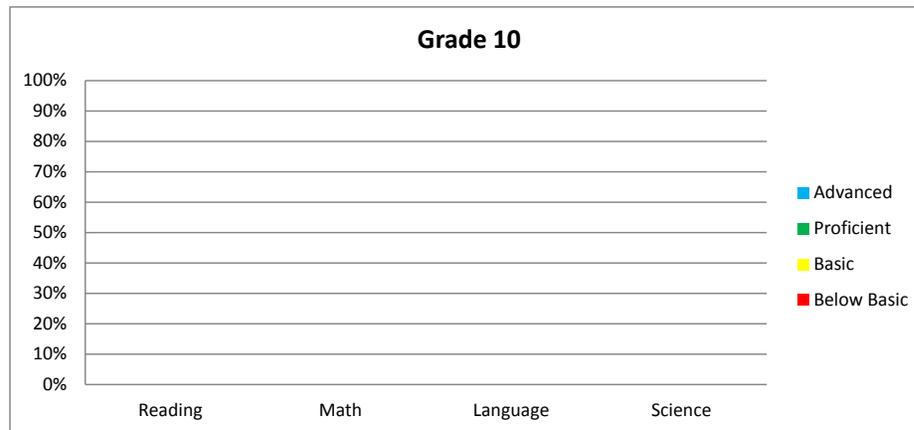
Grade 7	Reading	Math	Language	Science
Below Basic	*	*	*	*
Basic	*	*	*	*
Proficient	*	*	*	*
Advanced	*	*	*	*



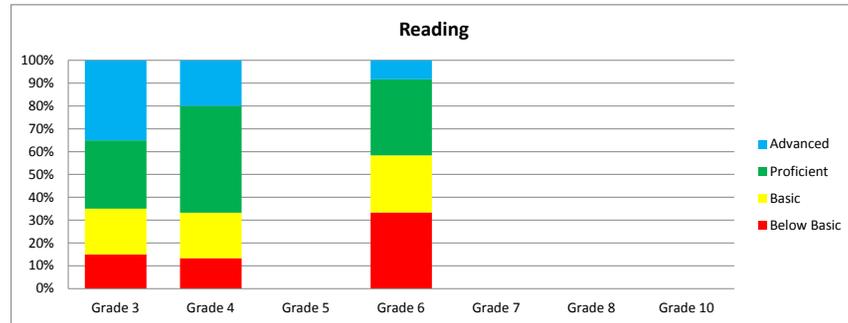
Grade 8	Reading	Math	Language	Science
Below Basic	*	*	*	*
Basic	*	*	*	*
Proficient	*	*	*	*
Advanced	*	*	*	*



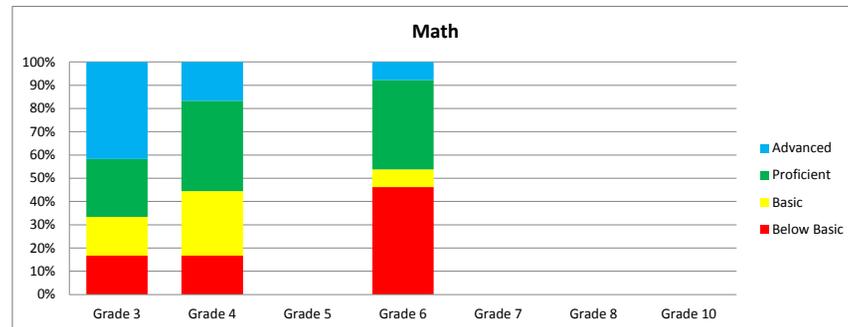
Grade 10	Reading	Math	Language	Science
Below Basic	#N/A	#N/A	#N/A	#N/A
Basic	#N/A	#N/A	#N/A	#N/A
Proficient	#N/A	#N/A	#N/A	#N/A
Advanced	#N/A	#N/A	#N/A	#N/A



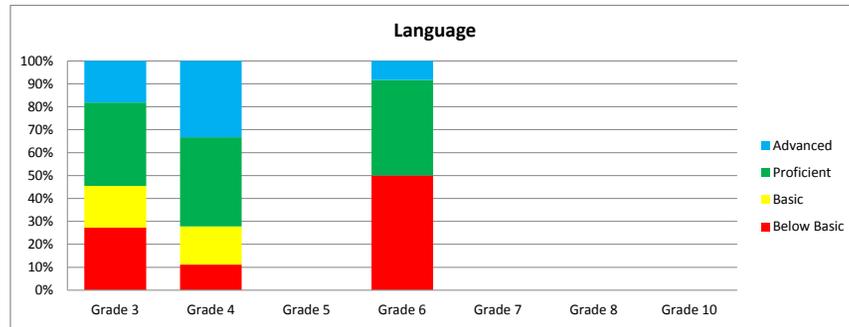
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	15	13.3 *		33.3 *	*		#N/A
Basic	20	20 *		25 *	*		#N/A
Proficient	30	46.7 *		33.3 *	*		#N/A
Advanced	35	20 *		8.3 *	*		#N/A



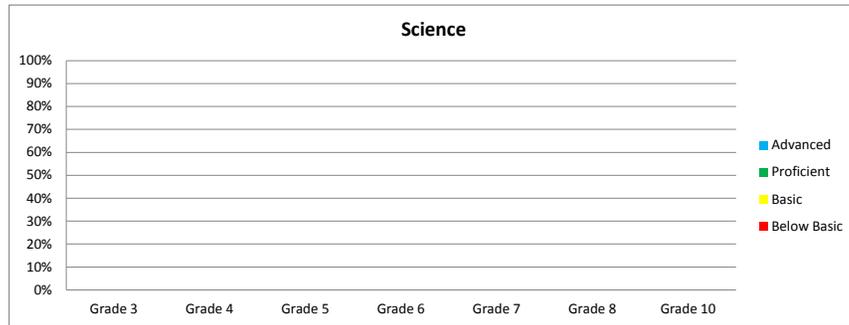
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	16.7	16.7 *		46.2 *	*		#N/A
Basic	16.7	27.8 *		7.7 *	*		#N/A
Proficient	25	38.9 *		38.5 *	*		#N/A
Advanced	41.7	16.7 *		7.7 *	*		#N/A



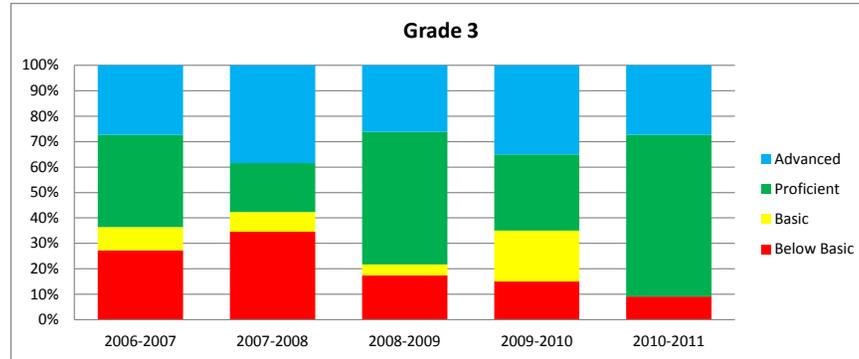
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	27.3	11.1 *		50 *	*		#N/A
Basic	18.2	16.7 *		0 *	*		#N/A
Proficient	36.4	38.9 *		41.7 *	*		#N/A
Advanced	18.2	33.3 *		8.3 *	*		#N/A



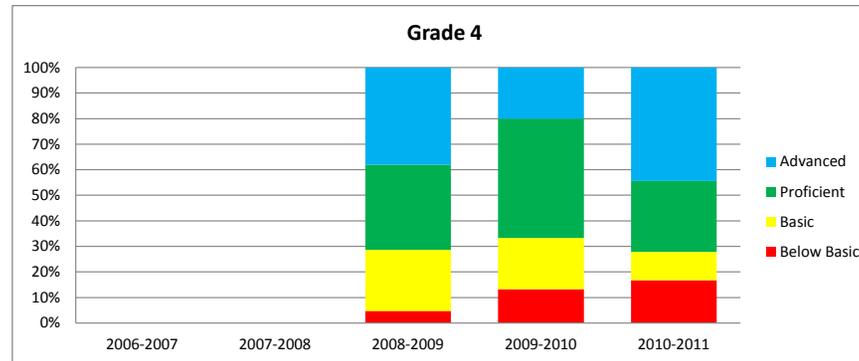
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic		*			*		#N/A
Basic		*		*			#N/A
Proficient		*		*			#N/A
Advanced		*		*			#N/A



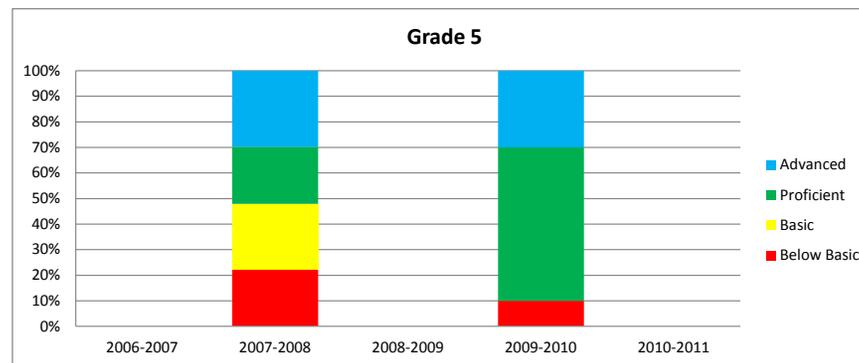
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	27.3	34.6	17.4	15	9.1
Basic	9.1	7.7	4.3	20	0
Proficient	36.4	19.2	52.2	30	63.6
Advanced	27.3	38.5	26.1	35	27.3



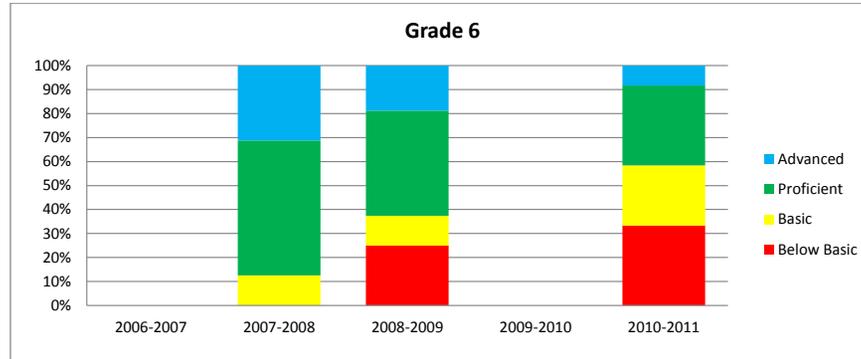
Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	4.8	13.3	16.7
Basic	*	*	23.8	20	11.1
Proficient	*	*	33.3	46.7	27.8
Advanced	*	*	38.1	20	44.4



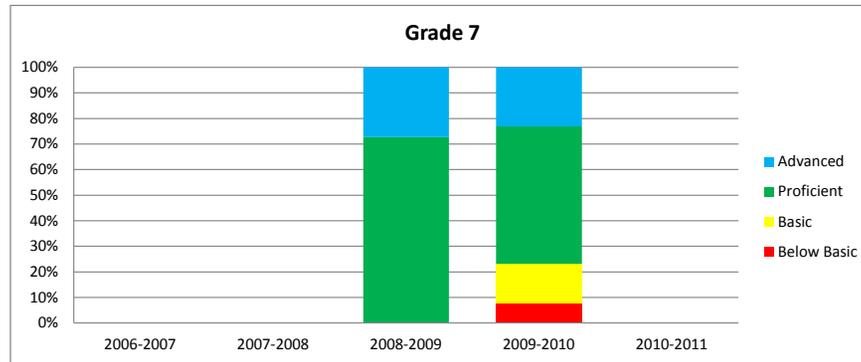
Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	25 *		7.1 *	
Basic		9.1	7.7 *	28.6 *	
Proficient	*	25 *		42.9 *	
Advanced	*	33.3 *		21.4 *	



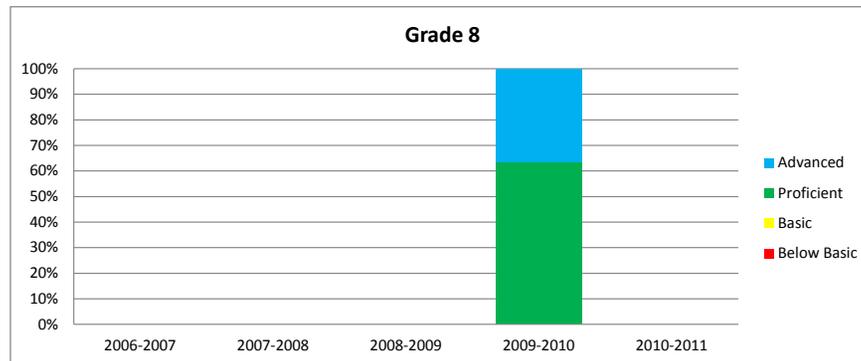
Reading Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	0	25 *		33.3
Basic	*	12.5	12.5 *		25
Proficient	*	56.3	43.8 *		33.3
Advanced	*	31.3	18.8 *		8.3



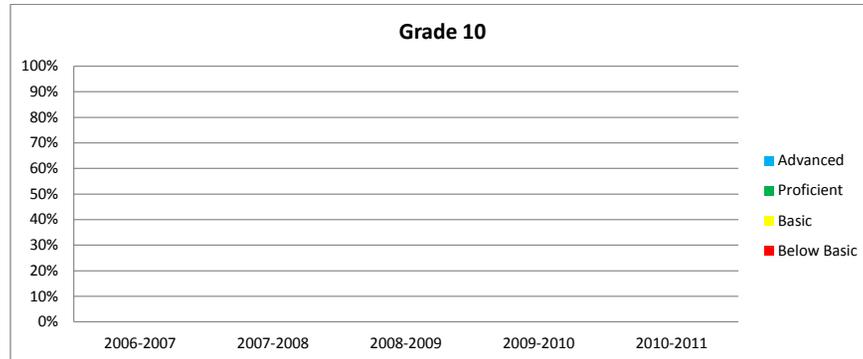
Reading Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	0	7.7 *	
Basic	*	*	0	15.4 *	
Proficient	*	*	72.7	53.8 *	
Advanced	*	*	27.3	23.1 *	



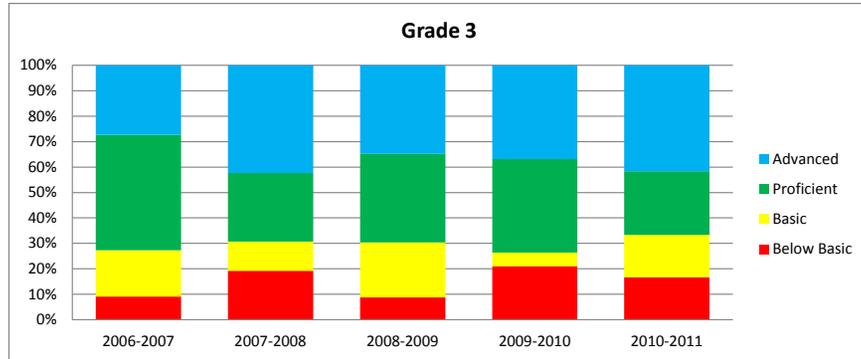
Reading Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	*	0 *	
Basic	*	*	*	0 *	
Proficient	*	*	*	63.6 *	
Advanced	*	*	*	36.4 *	



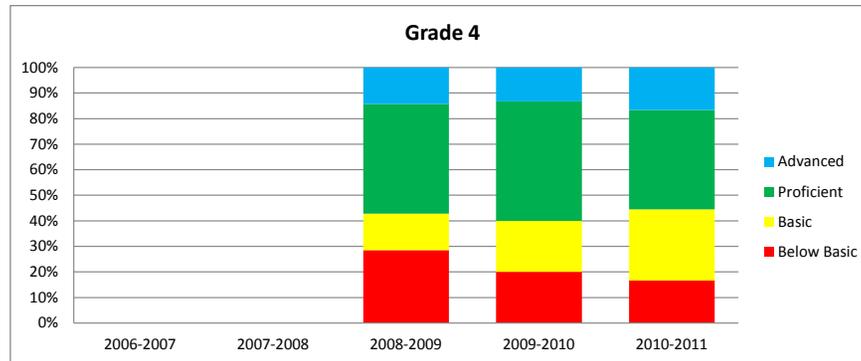
Reading Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



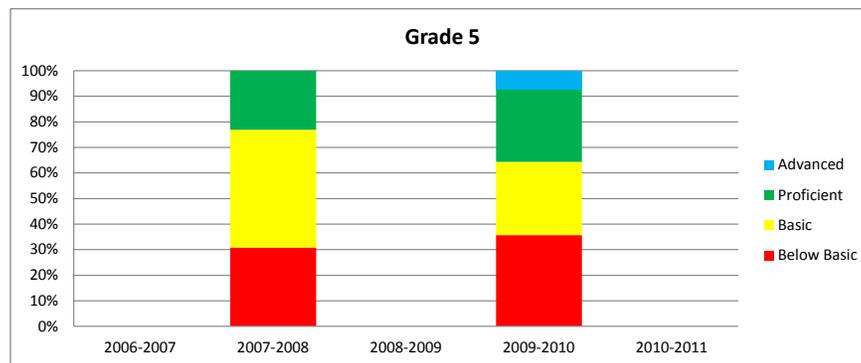
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	9.1	19.2	8.7	21.1	16.7
Basic	18.2	11.5	21.7	5.3	16.7
Proficient	45.5	26.9	34.8	36.8	25
Advanced	27.3	42.3	34.8	36.8	41.7



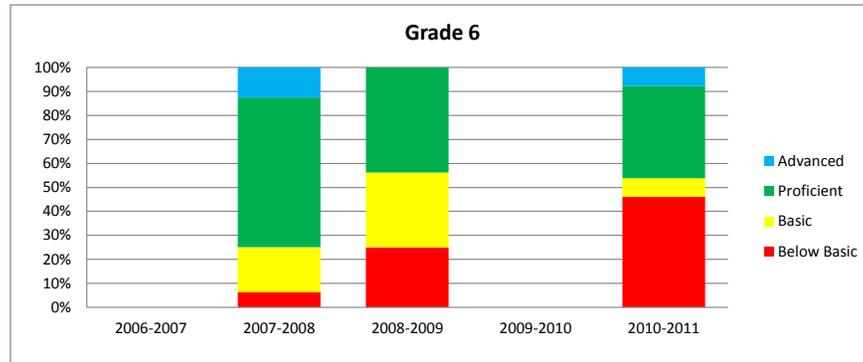
Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	28.6	20	16.7
Basic	*	*	14.3	20	27.8
Proficient	*	*	42.9	46.7	38.9
Advanced	*	*	14.3	13.3	16.7



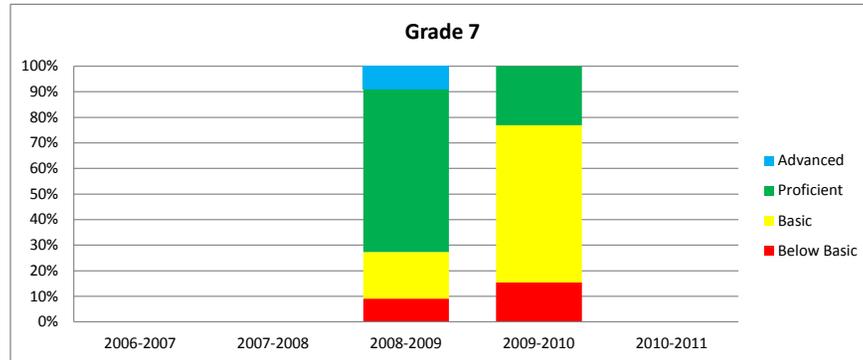
Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	30.8 *	*	35.7 *	*
Basic	*	46.2 *	*	28.6 *	*
Proficient	*	23.1 *	*	28.6 *	*
Advanced	*	0 *	*	7.1 *	*



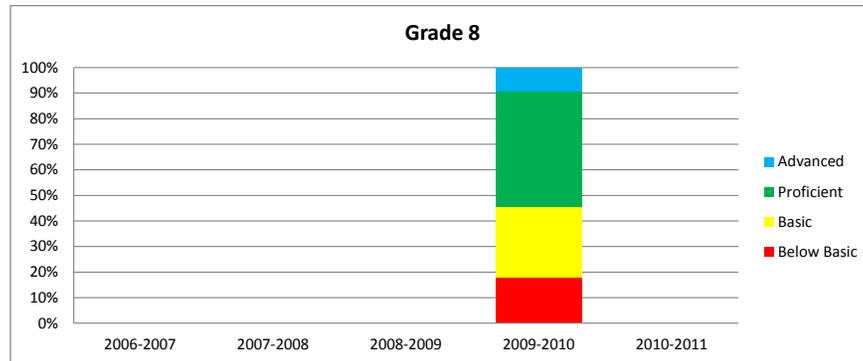
Math Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	6.3	25 *		46.2
Basic	*	18.8	31.3 *		7.7
Proficient	*	62.5	43.8 *		38.5
Advanced	*	12.5	0 *		7.7



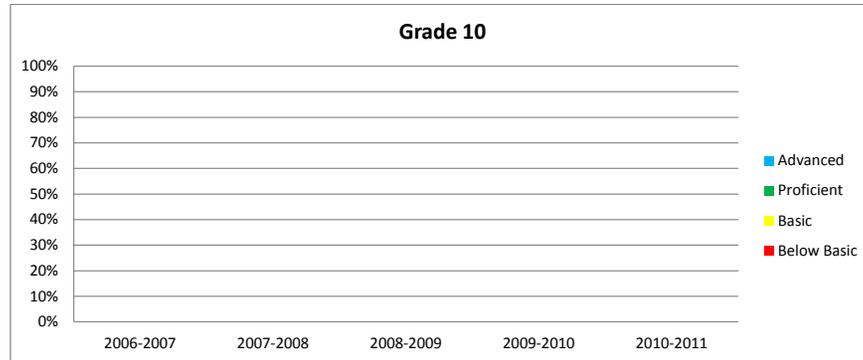
Math Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	9.1	15.4 *	
Basic	*	*	18.2	61.5 *	
Proficient	*	*	63.6	23.1 *	
Advanced	*	*	9.1	0 *	



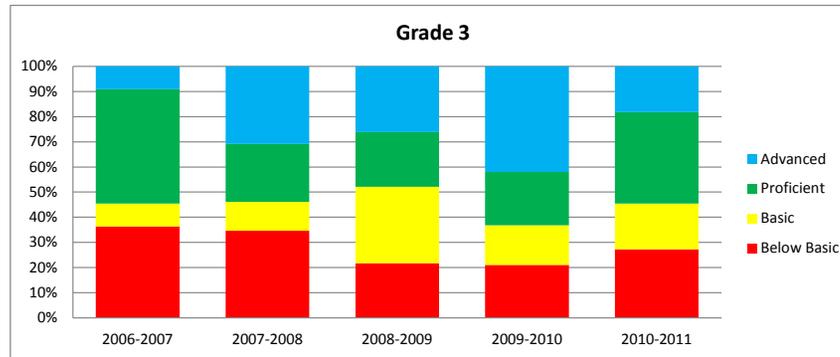
Math Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	*	18.2 *	
Basic	*	*	*	27.3 *	
Proficient	*	*	*	45.5 *	
Advanced	*	*	*	9.1 *	



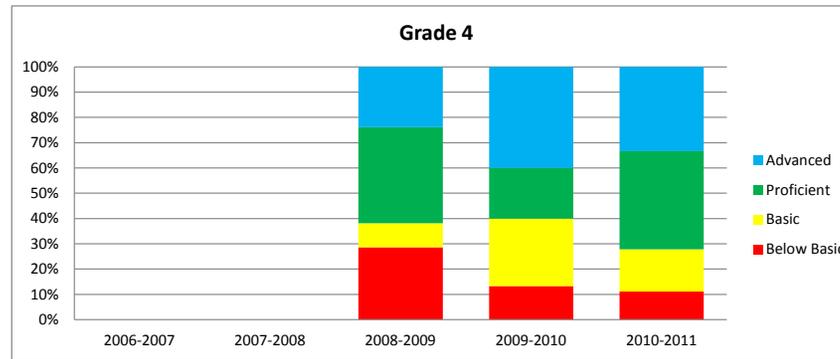
Math Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



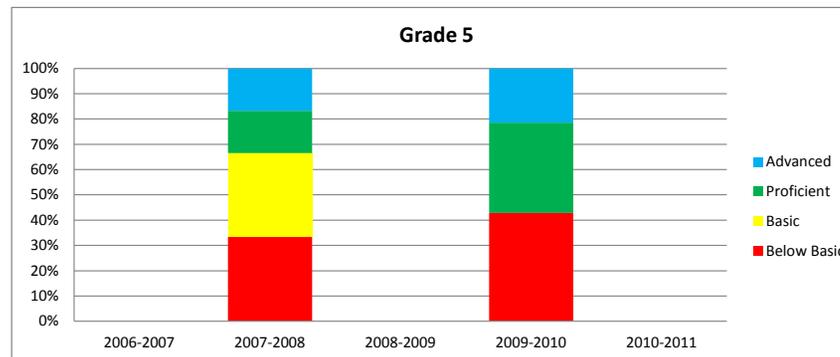
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	36.4	34.6	21.7	21.1	27.3
Basic	9.1	11.5	30.4	15.8	18.2
Proficient	45.5	23.1	21.7	21.1	36.4
Advanced	9.1	30.8	26.1	42.1	18.2



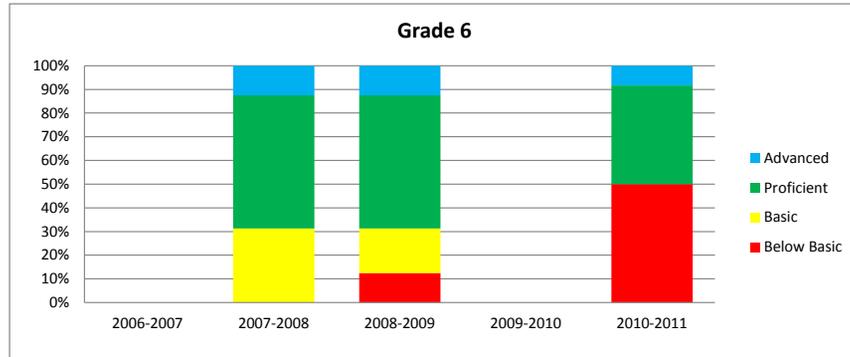
Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	28.6	13.3	11.1
Basic	*	*	9.5	26.7	16.7
Proficient	*	*	38.1	20	38.9
Advanced	*	*	23.8	40	33.3



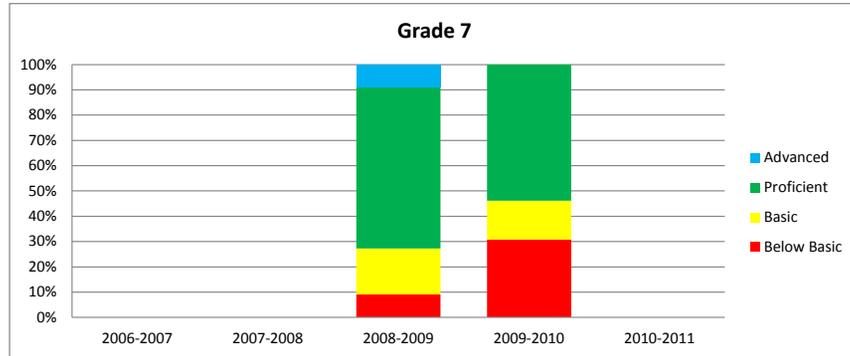
Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	33.3 *		42.9 *	
Basic	*	33.3 *		0 *	
Proficient	*	16.7 *		35.7 *	
Advanced	*	16.7 *		21.4 *	



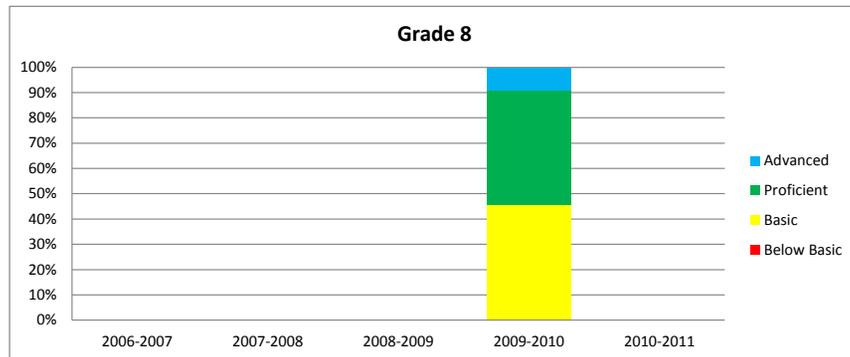
Language Grade 6	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	0	12.5 *		50
Basic	*	31.3	18.8 *		0
Proficient	*	56.3	56.3 *		41.7
Advanced	*	12.5	12.5 *		8.3



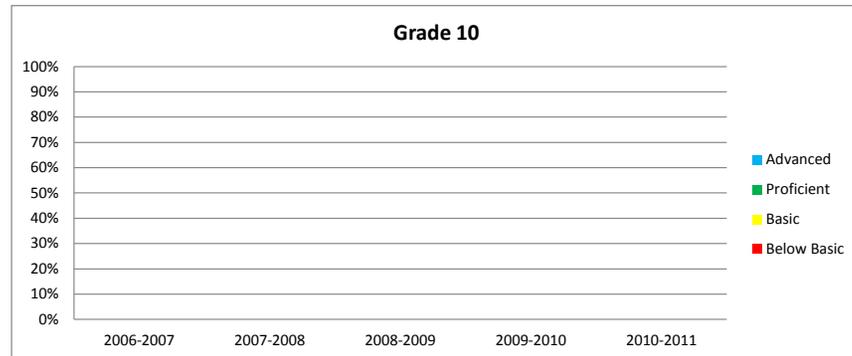
Language Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	9.1	30.8 *	
Basic	*	*	18.2	15.4 *	
Proficient	*	*	63.6	53.8 *	
Advanced	*	*	9.1	0 *	



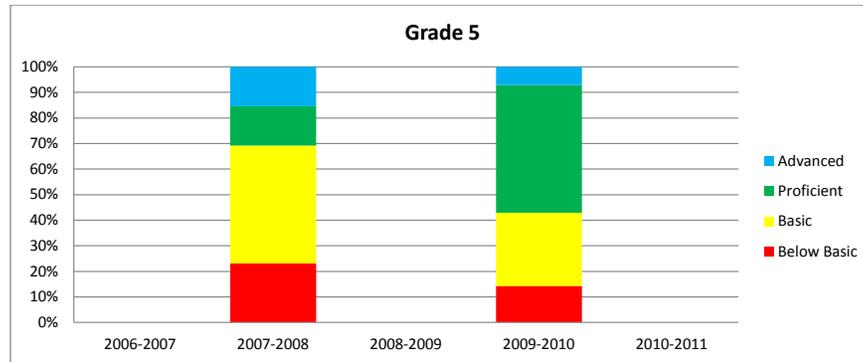
Language Grade 8	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	*	0 *	
Basic	*	*	*	45.5 *	
Proficient	*	*	*	45.5 *	
Advanced	*	*	*	9.1 *	



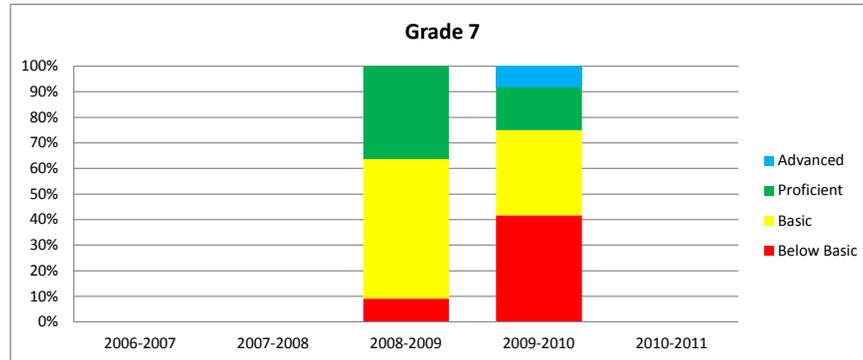
Lang. Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A			#N/A	#N/A
Basic	#N/A			#N/A	#N/A
Proficient	#N/A			#N/A	#N/A
Advanced	#N/A			#N/A	#N/A



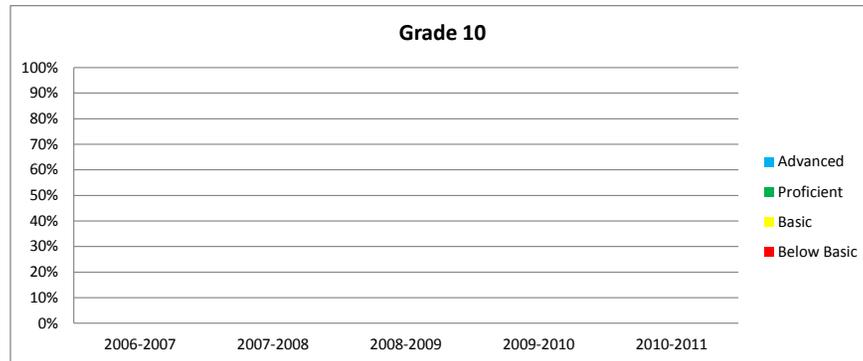
Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	23.1 *		14.3 *	
Basic	*	46.2 *		28.6 *	
Proficient	*	15.4 *		50 *	
Advanced	*	15.4 *		7.1 *	



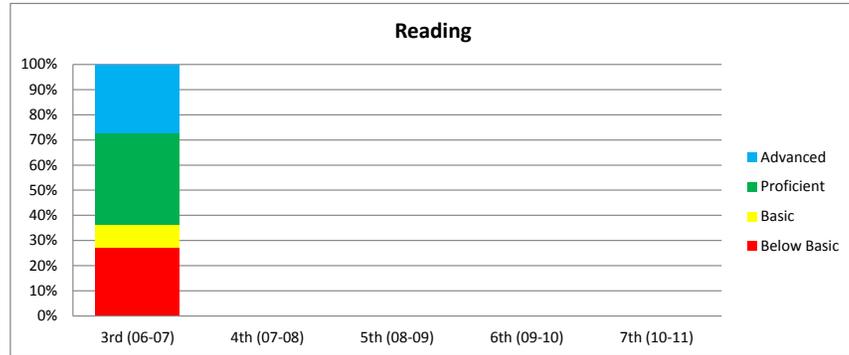
Science Grade 7	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	*	*	9.1	41.7 *	
Basic	*	*	54.5	33.3 *	
Proficient	*	*	36.4	16.7 *	
Advanced	*	*	0	8.3 *	



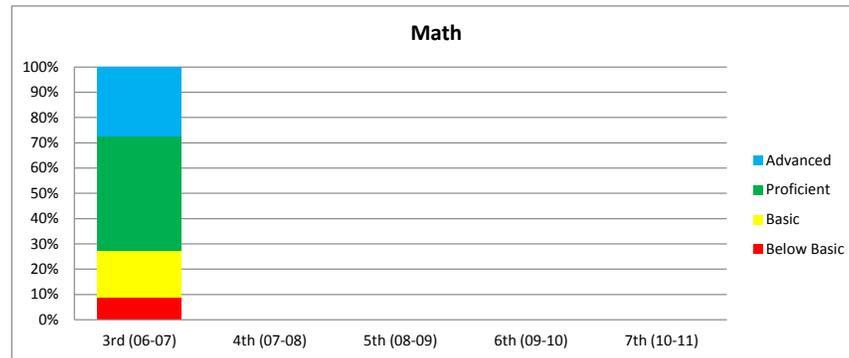
Science Grade 10	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Below Basic	#N/A	#N/A		#N/A	#N/A
Basic	#N/A	#N/A		#N/A	#N/A
Proficient	#N/A	#N/A		#N/A	#N/A
Advanced	#N/A	#N/A		#N/A	#N/A



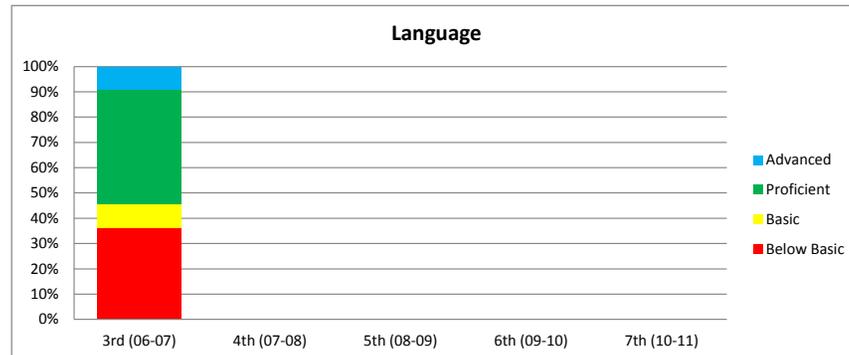
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	27.3 *	*	*	*	*
Basic	9.1 *	*	*	*	*
Proficient	36.4 *	*	*	*	*
Advanced	27.3 *	*	*	*	*



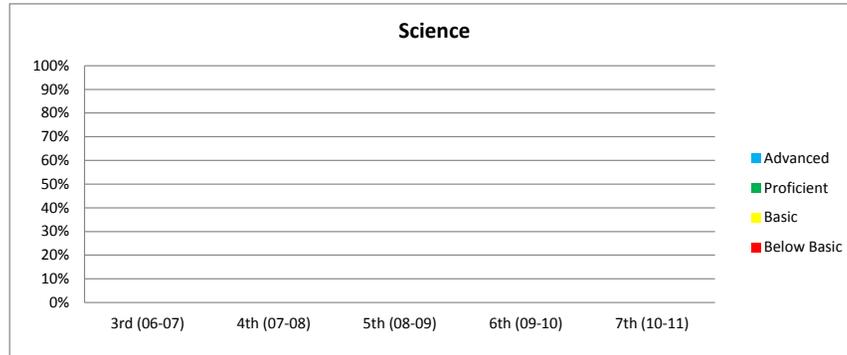
Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	9.1 *	*	*	*	*
Basic	18.2 *	*	*	*	*
Proficient	45.5 *	*	*	*	*
Advanced	27.3 *	*	*	*	*



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	36.4 *	*	*	*	*
Basic	9.1 *	*	*	*	*
Proficient	45.5 *	*	*	*	*
Advanced	9.1 *	*	*	*	*



Class of 2015	3rd (06-07)	4th (07-08)	5th (08-09)	6th (09-10)	7th (10-11)
Below Basic	#N/A	#N/A	*	#N/A	*
Basic	#N/A	#N/A	*	#N/A	*
Proficient	#N/A	#N/A	*	#N/A	*
Advanced	#N/A	#N/A	*	#N/A	*



February 9, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

DaVinci Charter School AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) This column for state use only.	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$ 349,206.00	\$349,779.00	\$349,206.00	100.16%			
Benefit Apportionment	\$ 62,997.00		\$62,997.00	0.00%			
Entitlement	\$157,008.00		\$157,008.00	0.00%	Entitlement was based on 128		
State Transportation	\$ 19,479.00		\$19,479.00	0.00%			
Lottery	\$ 8,000.00	\$ 6,169.00	\$8,000.00	77.11%			
Other State Funds (Specify)	\$ 4,400.00		\$4,400.00	0.00%	Remidiation and LEP		
Special Ed - Regular	\$ 29,562.00	\$ (242.00)	\$29,562.00	-0.82%			
Special Ed - ARRA				#DIV/0!			
Title I	\$ 36,000.00	\$ -	\$36,000.00	0.00%			
Federal Title I Funds : ARRA	\$38,051.00			0.00%			
Medicaid Reimbursement	\$ 31,000.00	\$ 2,217.36	\$31,000.00	7.15%			
Title IIA	\$ 5,000.00	\$ (183.00)	\$5,000.00	-3.66%			
Local Revenue (Specify)	\$ 98,950.05	\$ 7,983.50	\$98,950.05	8.07%	Carry over, Special Programs Fee		
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)				#DIV/0!			
Fundraising	\$ 13,500.00	\$ 479.74	\$13,500.00	3.55%			
Interest Earned	\$ 1,000.00	\$ 138.37	\$1,000.00	13.84%			
Other (Specify)	\$ 20,500.00	\$ (3,287.05)	\$20,500.00	-16.03%	Federal Lunch Program		
Other (Specify)	\$ 21,200.00	\$ (1,668.57)	\$21,200.00	-7.87%	Ed Jobs		
TOTAL REVENUE	\$895,853.05	\$361,386.35	\$857,802.05	40.34%		\$0.00	
EXPENDITURES							
100 Salaries							
Teachers	\$ 210,269.28	\$ 18,147.42	\$210,269.28	8.63%			
Special Education	\$ 22,000.00	\$ 2,365.83	\$22,000.00	10.75%			
Instructional Aides	\$ 34,173.00	\$ 3,852.49	\$34,173.00	11.27%			
Classified/Office	\$ 70,264.20	\$ 5,005.24	\$70,264.20	7.12%			
Administration	\$ 78,150.00	\$ 6,512.50	\$78,150.00	8.33%			
Maintenance				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	\$414,856.48	\$35,883.48	\$414,856.48	8.65%			
200 Employee Benefits							
PERSI/FICA/Benefits	\$ 157,884.57	\$ 12,533.56	\$157,884.57	7.94%			
Other (Specify)				#DIV/0!			
Total Benefits	\$157,884.57	\$12,533.56	\$157,884.57	7.94%			
300 Purchased Services							
Management Services	\$ 2,500.00	\$ 21.00	\$2,500.00	0.84%			
Staff Dev/Title IIA	\$ 2,500.00	\$ 426.40	\$2,500.00	17.06%			
Legal Pub/Advertising	\$ 2,000.00	\$ 112.94	\$2,000.00	5.65%			
Legal Services	\$ 2,500.00	\$ 59.35	\$2,500.00	2.37%			
Special Education	\$ 32,000.00	\$ 1,885.00	\$32,000.00	5.89%			
Liability & Property Ins	\$ 6,000.00		\$6,000.00	0.00%	Building and Workman Comp		
Substitute Teachers	\$ 3,600.00	\$ 201.50	\$3,600.00	5.60%			
Board Expenses				#DIV/0!			
Computer Services	\$ 8,500.00	\$ -	\$8,500.00	0.00%			
Transportation	\$ 41,000.00	\$ 4,229.96	\$41,000.00	10.32%			
Travel	\$ 1,600.00	\$ 746.40	\$1,600.00	46.65%			
Other (Specify)	\$ 48,558.00	\$ 11,015.69	\$48,558.00	22.69%	LEP Services, SPECIAL PROGRAM PURCHASED SERVICES,Audit Fees,BANK SERVICE CHARGES,SERVICE CONTRACT(S),PURCHASED SERVICES - FOOD SERVICE,TITLE IA - PURCHASED SERVICES, TITLE IA - PARENT INVOLVEMENT, Custodial Services, Medicaid		
Other (Specify)				#DIV/0!			
Total Services	\$150,758.00	\$18,698.24	\$150,758.00	12.40%		\$0.00	

February 9, 2012

CURRENT FISCAL YEAR BUDGET COMPARISON

Facilities				#DIV/0!		
Building Lease				#DIV/0!		
Land Lease	\$100,000.00			1.89%		
Modular Lease	\$ 100,000.00	\$ 6,870.39	\$100,000.00	6.87%		
Utilities, Phones, Lndscp	\$ 20,000.00	\$ 420.27	\$20,000.00	1.01%		
Site Preparation				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Facilities	\$220,000.00	\$7,290.66	\$120,000.00	3.31%		\$0.00
400 Supplies and Maintenance						
Textbooks	\$ 500.00	\$ -	\$500.00	0.00%		
School Supplies	\$ 9,000.00	\$ 1,274.77	\$9,000.00	14.16%		
Power School				#DIV/0!		
Custodial Supplies	\$ 2,000.00	\$ 217.58	\$2,000.00	10.88%		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Supplies	\$11,500.00	\$1,492.35	\$11,500.00	12.98%		\$0.00
500 Capital Objects						
Furniture				#DIV/0!		
Technical AV Equipment				#DIV/0!		
Other (Specify)	\$ 2,000.00	\$ -	\$2,000.00	0.00%	ELEMENTRAY TECHNOLOGY	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Total Capital Objects	\$2,000.00	\$0.00	\$2,000.00	0.00%		\$0.00
Debt Service						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Debt Service	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Grant Purchases						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
Total Grant Purchases	\$0.00	\$0.00	\$0.00	#DIV/0!		\$0.00
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
Total Expenses	\$956,999.05	\$75,898.29	\$856,999.05	7.93%		
Carryover from Previous FY	\$25,821.00	\$0.00	\$25,821.00	0.00%		\$0.00
Reserve/(Deficit)	(\$35,325.00)	\$285,488.06	\$26,624.00	-808.18%		

February 9, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

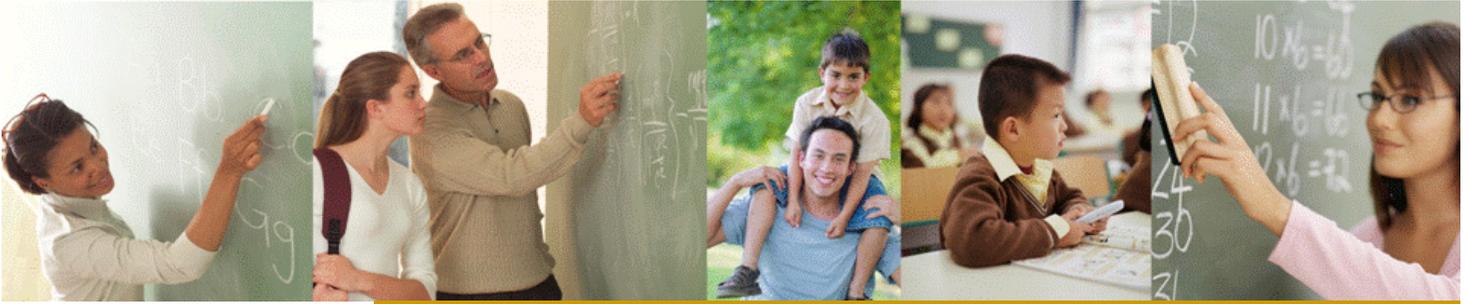
ENTER SDAVinci Charter School AND SUBMISSION DATE OF COMPLETED TEMPLATE	Proposed Budget	Notes	Difference from "Current Fiscal Year"
REVENUE			
Local Revenue	\$ 92,200.00		(\$6,750.05) reflects projected from "current FY"
State Revenue			
Entitlement	\$550,794.00	Projected on 160 students.	\$550,794.00 reflects State actual from "current FY"
Wages			
Administration			
Teachers	\$ 349,206.00	This figure includes all money coming from the state for wages	
Classified			reflects all salaries compared to State actual \$349,205.00 from "current FY"
Medicaid			(\$31,000.00) reflects projected from "current FY"
Benefit	\$ 62,997.00		\$38,051.00 reflects State actual from "current FY"
Transportation	\$ 38,051.00		\$38,051.00
Federal Revenue			
Title I	\$ 36,000.00		\$36,000.00 reflects State actual from "current FY"
Special Ed	\$ 29,562.00		#DIV/0! reflects State actual from "current FY"
Title II	\$ 5,000.00		\$5,000.04 reflects State actual from "current FY"
Startup Grant			#DIV/0! reflects State actual from "current FY"
Other Sources (Specify)	\$ 15,000.00	Lunch Program	
Other Sources (Specify)	\$ 8,000.00	Lottery	
Other Sources (Specify)	\$ 4,400.00	LEP & Remediation	
Total Revenue before holdback	\$1,191,210.00		#DIV/0!
PROPOSED HOLDBACK			
		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.	
Teacher Salaries			
Classified Salaries			
Admin Salaries			
Benefits			
Entitlement			
Transportation			
Total Holdback	\$0.00		\$0.00 there were no holdbacks last year
Total Revenue after holdback	\$1,191,210.00		\$1,191,209.60 reflects State actual from "current FY"
EXPENDITURES			
100 Salaries			
Teachers	\$ 210,269.28		0.00 reflects projected from "current FY"
Admin	\$ 78,150.00		0.00 reflects projected from "current FY"
Classified	\$ 104,437.20		34,173.00 reflects projected from "current FY"
Special education	\$ 35,000.00		
Other (Specify)			
Other (Specify)			
Total Salaries	\$427,856.48		34,173.00
200 Benefits			
Benefit Dollars	\$ 157,884.57	All of our benefits, including taxes	
PERSI/Payroll taxes			
Other (Specify)			
Total Benefits	\$157,884.57		\$0.00 reflects projected from "current FY"
300 Purchased Services			
Transportation	\$ 41,000.00		\$0.00 reflects projected from "current FY"
Special Education	\$ 32,000.00		\$0.00 reflects projected from "current FY"
Proctor costs			
Legal	\$ 2,500.00		\$0.00 reflects projected from "current FY"
Insurance	\$ 6,000.00		\$0.00 reflects projected from "current FY"
Copier Lease			\$0.00
Printer Lease			\$0.00
Facility Lease	\$100,000.00		\$100,000.00 reflects projected from "current FY"
Utilities	\$ 20,000.00		\$0.00 reflects projected from "current FY"
Professional Development	\$8,835.00		\$6,335.00 reflects projected from "current FY"
Technology	\$8,500.00		\$0.00 reflects projected from "current FY"

February 9, 2012

UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services	\$ 11,000.00	SPECIAL PROGRAM PURCHASED SERVICES , Bank Charges, Service contracts, unexpected fee that don't have an area set up yet, BUSINESS OPER. MEALS ME	\$8,500.00	reflects projected from "current FY"
Legal Publications/Advertising	\$ 2,000.00		\$0.00	reflects projected from "current FY"
Substitute Teachers	\$ 3,600.00		(\$7,200.00)	reflects projected from "current FY"
Board Expenses	\$ 6,200.00	Audits	\$6,200.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Purchased Services	\$241,635.00		\$113,835.00	
Supplies & Materials				
Teacher/Classroom	\$ 2,100.00		(\$6,900.00)	reflects projected from "current FY"
Office	\$ 1,500.00		\$1,500.00	Not in 2010 budget.
Janitorial	\$ 2,000.00		\$0.00	reflects projected from "current FY"
Textbooks	\$ 1,250.00		\$750.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
Total Supplies & Materials	\$6,850.00		(\$4,650.00)	
Grant Expenditures				
Specify				
Specify				
Specify				
Total Grant Expenditures	\$0.00			
Capital Outlay			\$0.00	
Total Capital Outlay	\$2,000.00		\$0.00	
Debt Retirement			\$0.00	
Total Debt Retirement	\$0.00		\$0.00	
Insurance & Judgements			\$0.00	
Total Insurance & Judgements	\$0.00		\$0.00	
Transfers			\$0.00	
Total Transfers	\$0.00		\$0.00	
Contingency Reserve	\$342,359.95			
Building Fund	\$0.00			
Total Expenditures	\$1,178,586.00		\$143,358.00	
Carryover from Previous FY	\$26,624.00	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$39,248.00			

February 9, 2012



EDUCATIONAL EFFECTIVENESS SURVEY™

Parent Edition V2.1

IBC - Garden City Community School

3/9/2011

78



The Center for Educational Effectiveness



The Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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Better Data. Better Decisions. Better Schools.

Introduction and Structure

While there is no single solution for all schools, research on effective schools identified common characteristics of high performing schools. The Office of the Superintendent of Public Instruction for the state of Washington, at the direction of Dr. Mary Alice Heuschel, Deputy Superintendent, along with teams from all nine Educational Service Districts in Washington, conducted a year-long meta-analysis of 20 years of effective school research to identify the characteristics of high performing schools. Successful schools who are engaged in improvement activities focus on these characteristics to create and improve the system(s) that drive the outcomes. This work was refined and published as the Nine Characteristics of High Performing Schools (Shannon and Bylsma, 2002).

Research Framework

The Center for Educational Effectiveness brought this research basis together with leading research on effective organizations, organizational trust, culturally responsive teaching, and attributes of effective instructional practice to create a formative and diagnostic tool designed to stimulate conversations within your school and district. This tool is the Educational Effectiveness Survey™ (EES), parent edition.

Structure of the EES Report

In order to simplify the material contained in this report, details on the research basis, the validity and reliability statistics, and other supportive material can be found in your EES-Users Guide (included in the binder with every report). If you cannot find this document, please notify CEE at info@effectiveness.org and we will email you a copy immediately.

CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.



Better Data. Better Decisions. Better Schools.

Characteristics of High Performing Schools

While most schools focus on the **outcomes** they are reaching for, truly successful schools focus on organizational effectiveness and the programs and systems that drive and sustain improvement in the outcomes. The Educational Effectiveness Survey (EES), was developed to assist schools in continuous, sustainable improvement by helping schools understand their strengths and challenges in the areas known to impact the effectiveness of a school.

While there is no single solution for all schools, research on effective schools has identified 7 - 10 common characteristics of high performing schools (Marzano, 2003). Successful schools and schools engaged in improvement focus on these characteristics to create and improve the system(s) that drive the outcomes

Educational Effectiveness Survey™ Research Views									
Educational Effectiveness Survey (EES): Attributes	Clear and Shared Focus	High Standards and Expectations	Effective Leadership	High Levels of Collaboration and Communication	High Levels of Family and Community Involvement	Supportive Learning Environment	Frequent Monitoring of Teaching and Learning	Focused Professional Development	High Quality Curriculum, Instruction, and Assessment
Nine Characteristics of High Performing Schools (Shannon & Bylsma-WA OSPI)	P	P	P	P	P	P	P	P	P
Characteristics of Improving Districts (Shannon & Bylsma-WA OSPI)	I	I	I	I	I	I	I	I	I
Ten Qualities of Effective School Design (L. Darling-Hammond)	√	√	√	I	√	√	I	√	I
School Turnarounds (Center on Innovation & Improvement)	√	√	√	√	√	I	√	√	√
What Works in Schools (Marzano-ASCD)	√	I	√	√	√	√	√	√	√
Beat The Odds (Morrison Institute for Public Policy)	√	I	√	I	I	I	I	I	I
Turning Around Low Performing Schools (U.S. Dept. of Education)	√	√	√	√	√	√	√	√	√
P: Primary Research Definition					I: Implied				

Characteristic Definitions

To help schools identify and leverage these drivers and focus on what makes a school successful, the EES quantifies these characteristics. This results report contains a summary of the information your parent community provided on the EES survey form.

- **Clear & Shared Mission/Vision:** Everybody knows where they are going and why. The vision is shared, everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
- **High Standards and Expectations:** Teachers and staff believe all students can learn and that they can teach all students. There is a recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
- **Effective School Leadership:** Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- **High Levels of Collaboration and Communication:** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
- **High Levels of Parent and Community Involvement:** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.
- **Supportive Learning Environment:** The school has a safe, civil, healthy and intellectually stimulating learning environment. Staff feel supported, respected and valued and students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- **Monitoring of Teaching and Learning:** Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also improve the instructional program.
- **Curriculum, Instruction and Assessment Aligned with Standards:** Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Using Your EES- A Quick Start Guide

The school improvement planning and transformation process is supported and driven by both quantitative and qualitative data. Data should be used to inform decisions, set goals, create school improvement plans and measure progress toward stated goals.

We are accustomed to looking at the outcomes-- particularly the outcomes that are published in the local newspapers (e.g. "high-stakes" test scores). Truly effective schools realize that these outcomes are influenced and driven by the Mission/Vision, Leadership, and Processes/Programs/Culture in place in their buildings and districts.

If you are just starting with your EES data, the following roadmap is recommended:

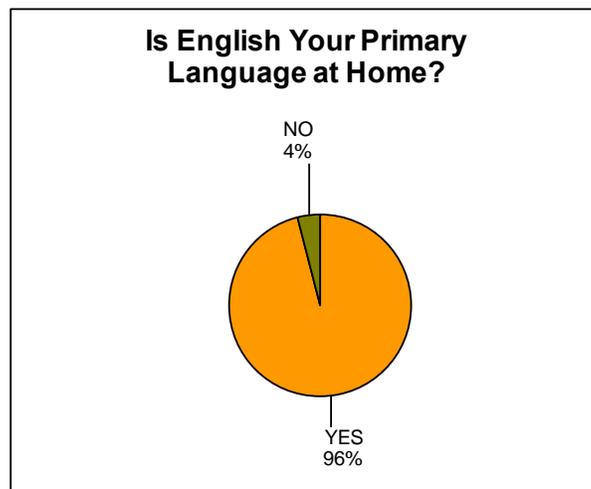
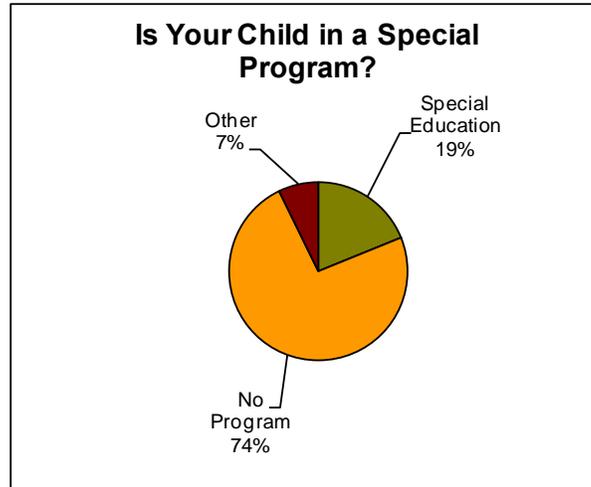
Who took the survey? Familiarize yourself with the demographics. Did you get a good sample of Parents? These charts set the stage by explaining who took the survey and their characteristics or contexts. *See page 7.*

Summary View: As a next step - spend a few moments looking at the overall view of each characteristic. Are there dramatic differences in positive and negative responses? *See page 8.*

Summary Comparison View: As a next step - spend a few moments looking at the radar graph which compares your school to the highest improving schools at your level. This enables you to have additional context in interpreting your results. *See page 9.*

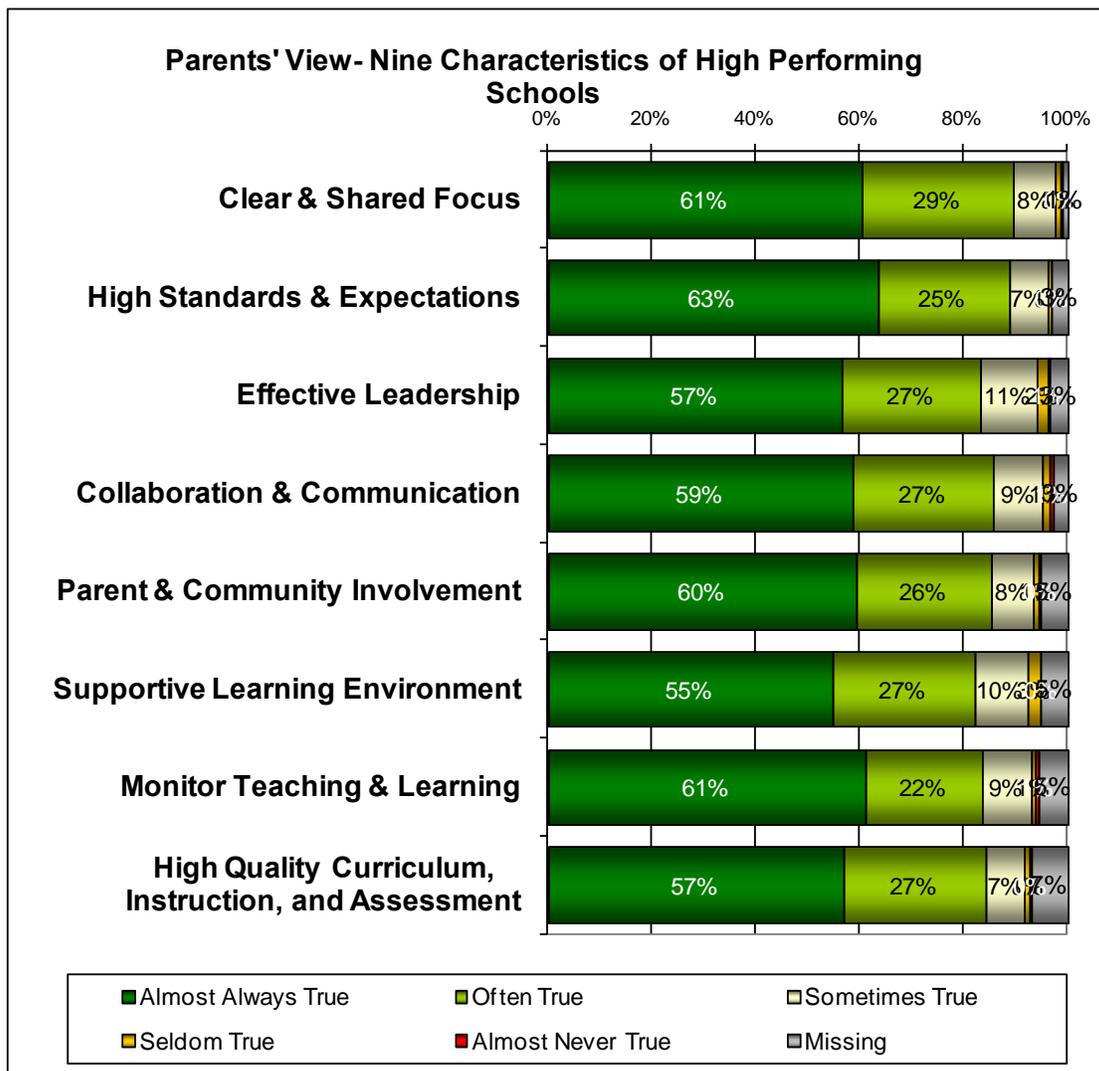
Characteristics of High Performing Schools: Characteristics which are consistently present in high performing schools. *See pages 10-17.*

Demographic Charts



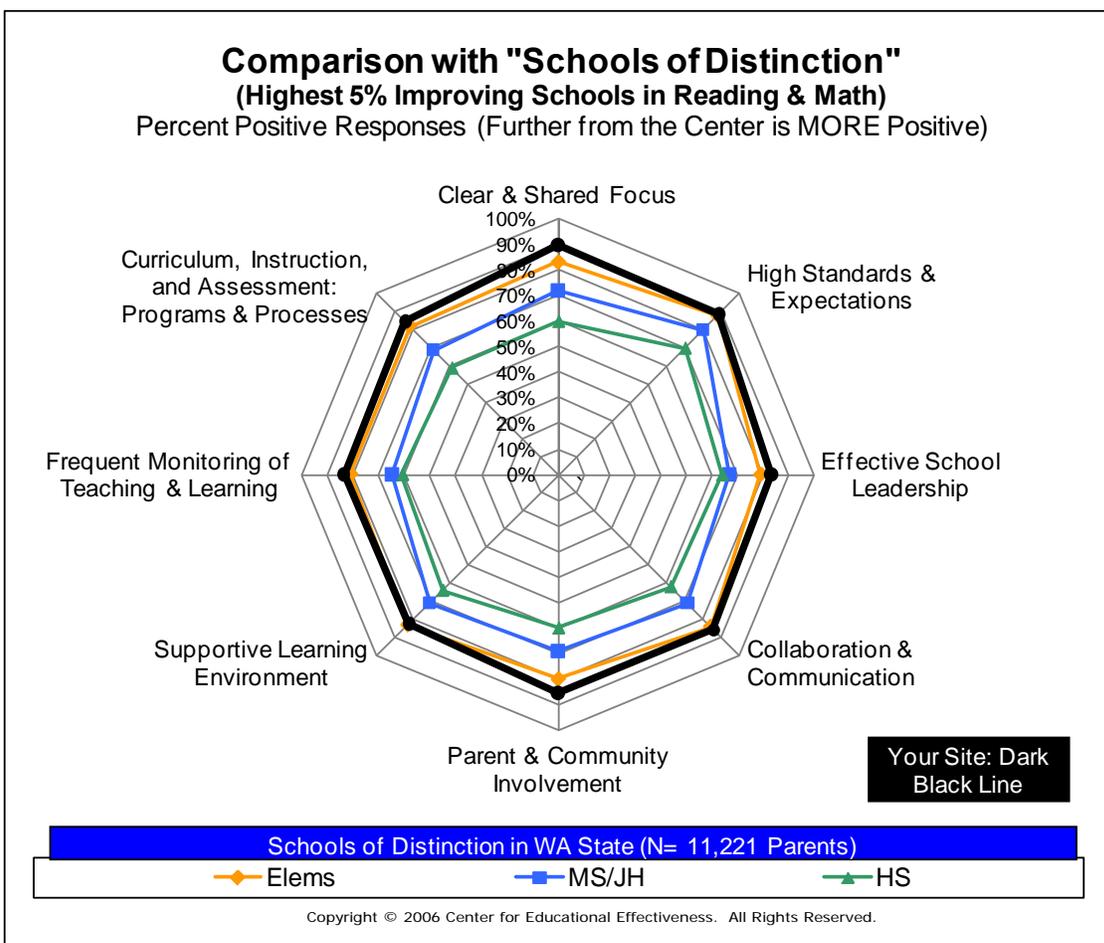
Summary Chart: Overall

This page summarizes your results on the Nine Characteristics of High-Performing Schools. As you look at these categories do you see one or two that indicate real strength as represented in significant green? Do you see one or two that lean more toward the negative values of orange and red? To further understand the meaning of this data you will need to review the breakdown of the individual items which comprise each of these categories. Those pages follow.



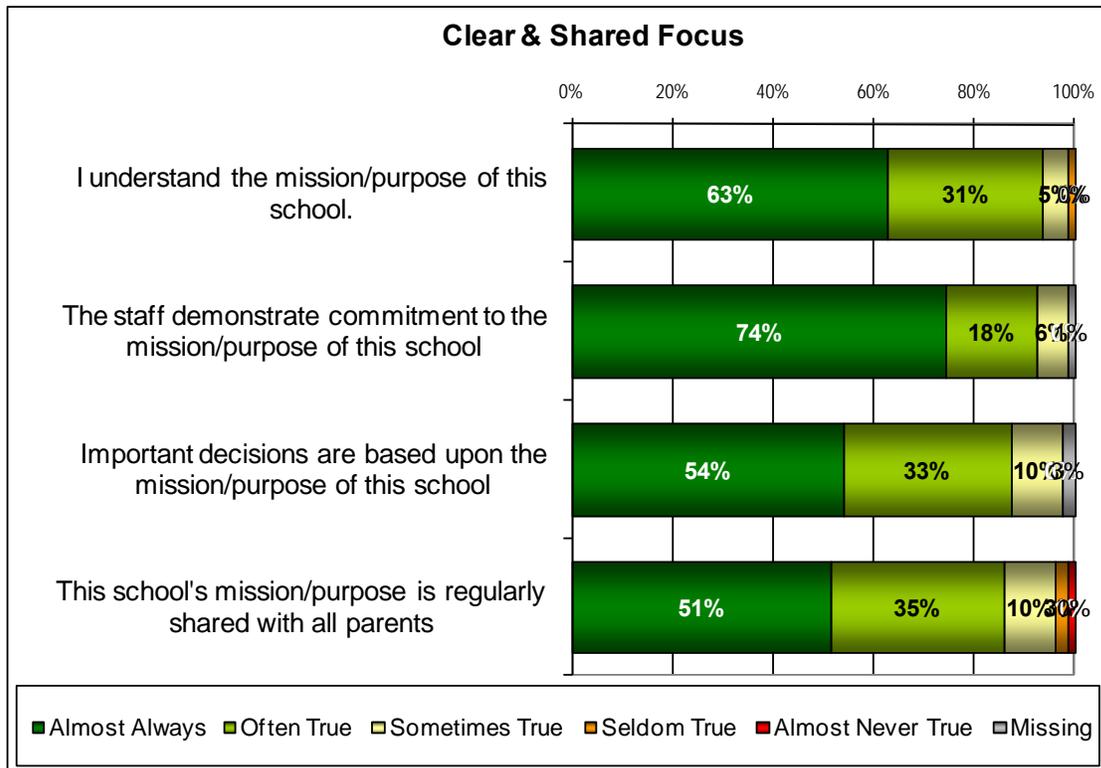
Summary- Comparison View

This chart compares the "characteristic summary" value (combined positives) for your school (shown in a solid black line) to the Schools of Distinction – elementary, middle and high school levels (shown in gold, blue, green). The Schools of Distinction are the 5% highest improving schools in the state of WA for 2010 as measured by the state Reading and Mathematics assessments over a 5-year period of time. For more information on the Schools of Distinction and the methodology used to identify those schools, see www.effectiveness.org.



Clear and Shared Focus

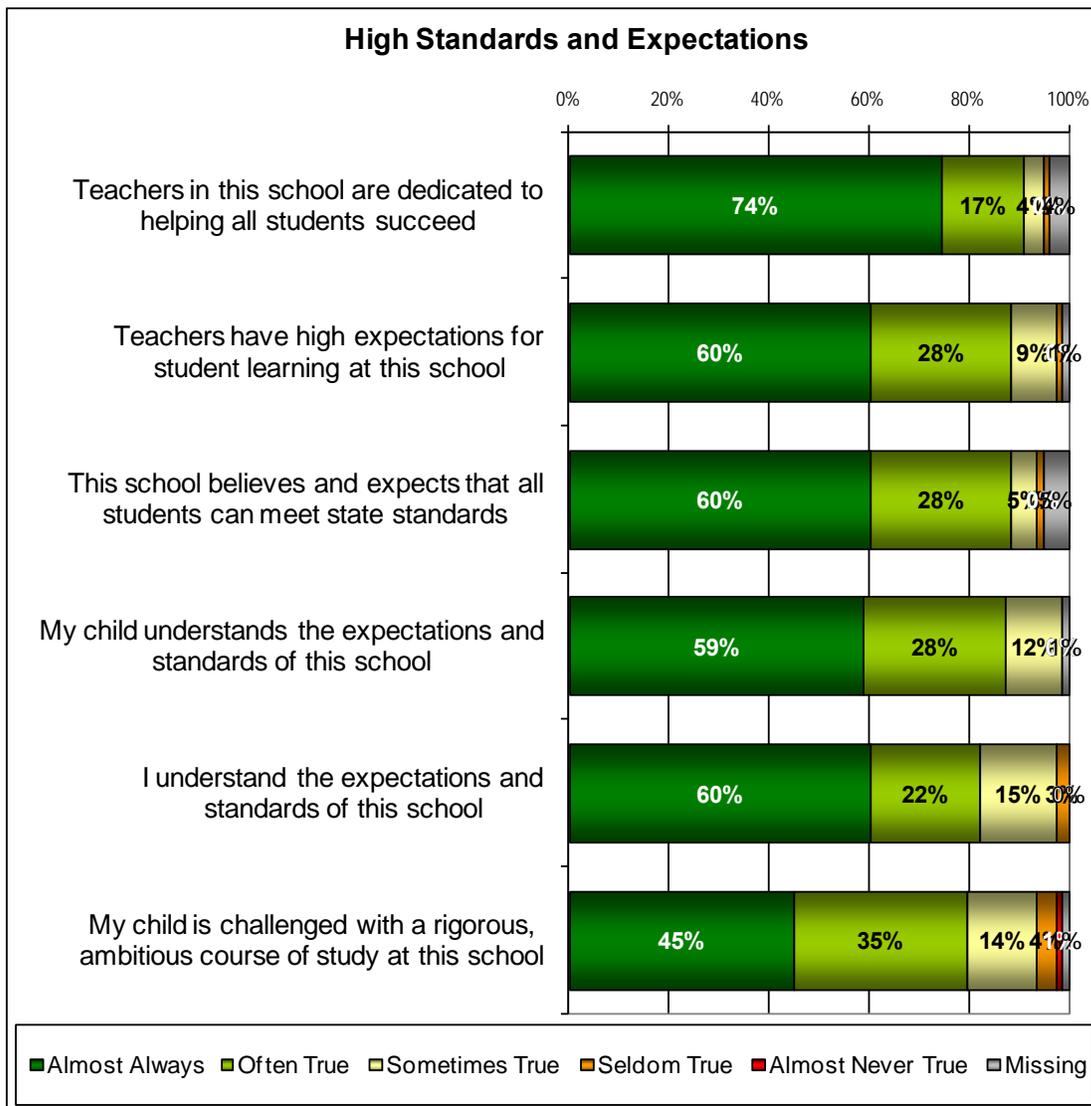
Effective schools are comprised of committed people (adults and students) who passionately embrace the vision and mission of education. They have a commitment to making a difference in the lives of their students and the communities from which they come. These schools are staffed with people whose purpose for working is for those they serve.



High Standards and Expectations

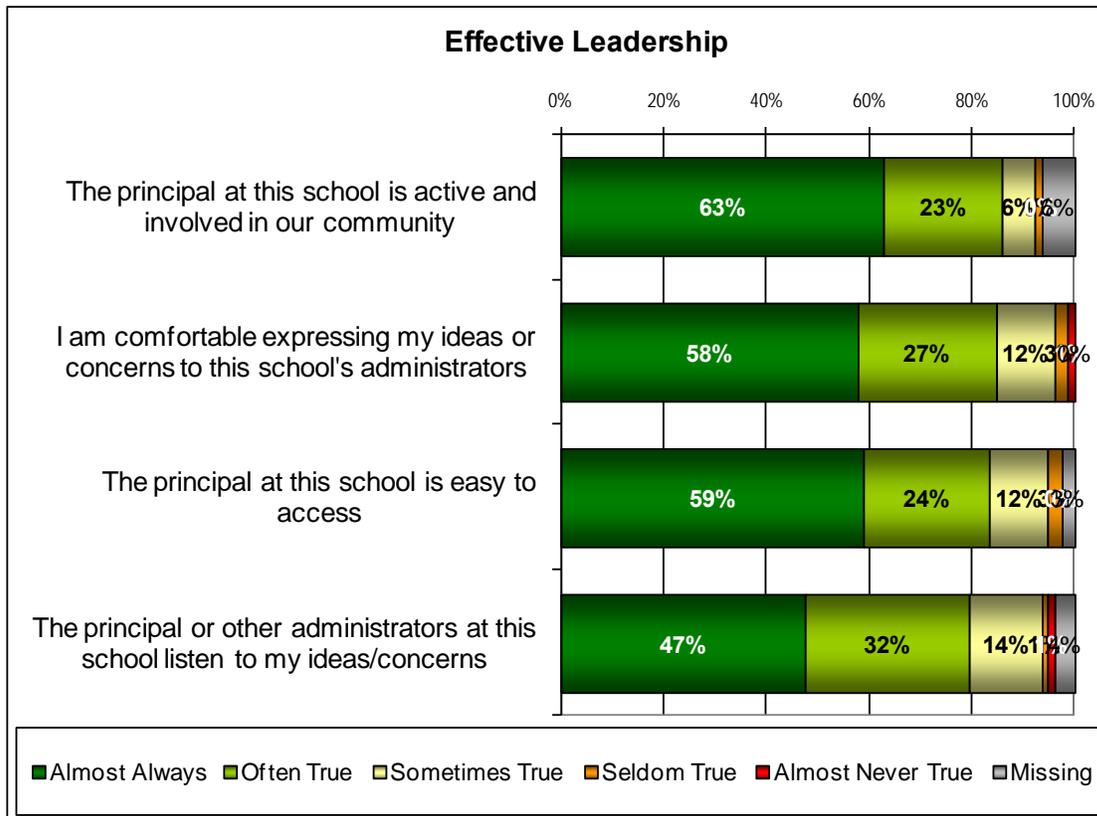
“Excellence” is a reflection of the personal discipline that staff members bring to their work. Schools that place a high emphasis on performance development and have a clear understanding of the distinction between experience and expertise are more likely to experience a commitment from staff to achieving performance excellence.

Teachers and staff believe all students can learn and that they have the skills and systems in place to teach all students. They hold one another accountable for student learning.



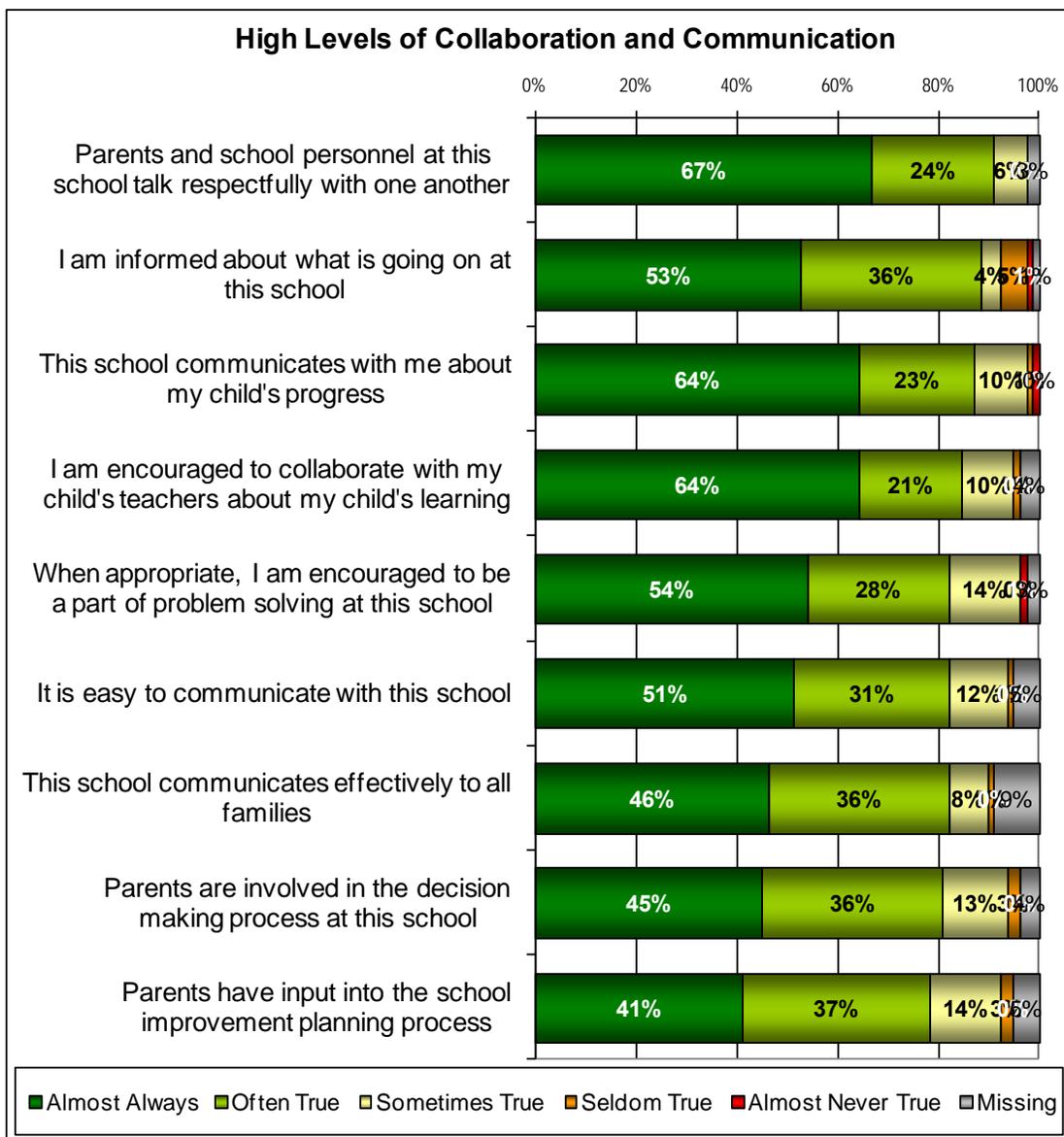
Effective Leadership

Effective leaders are committed to the core values of the school and district, and provide feedback and encouragement to achieve performance excellence. Effective leaders bring maturity, good judgment, strategic and critical thinking to the process of creating within the organization they lead, the increased capacity for success.



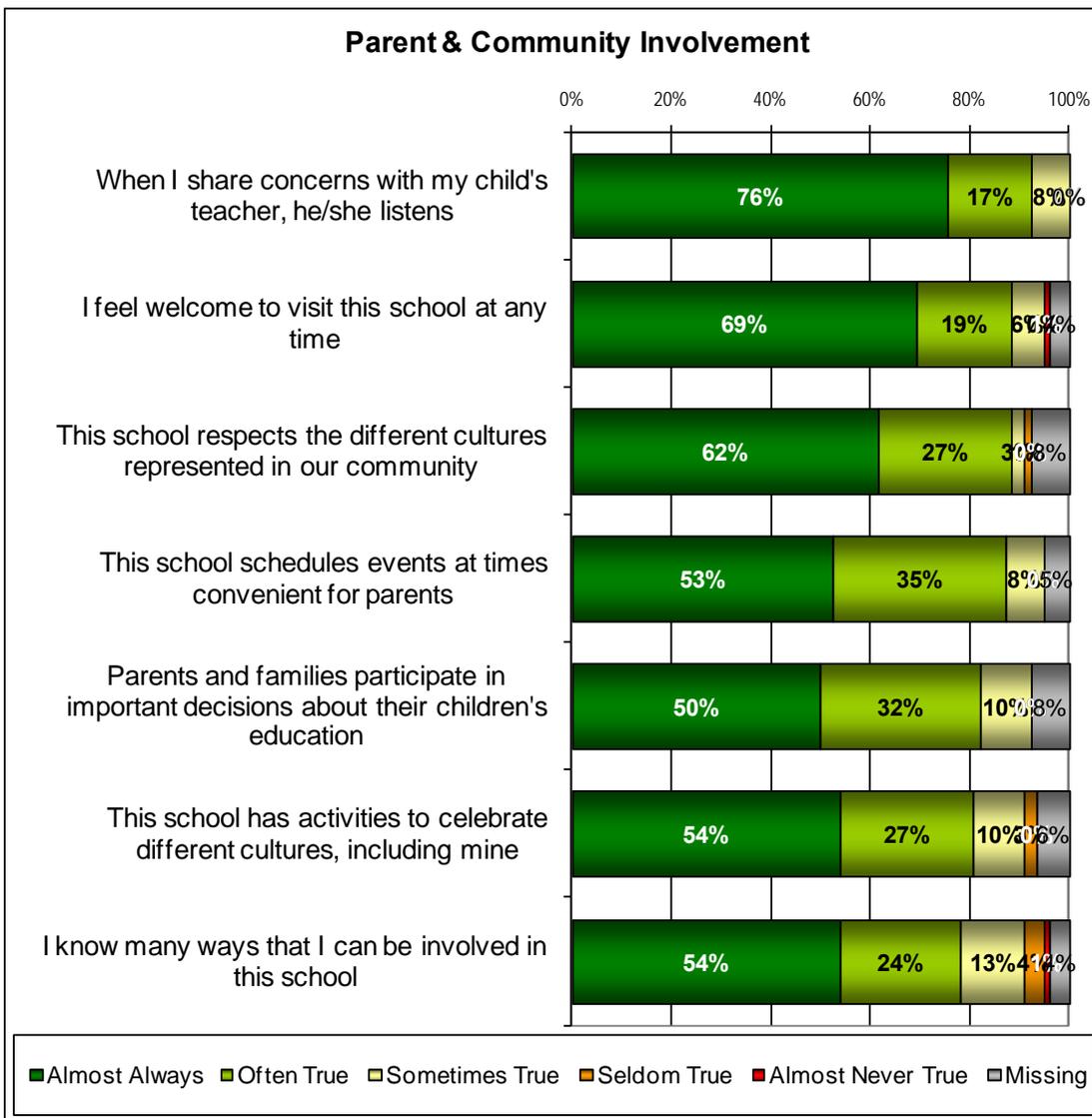
High Levels of Collaboration and Communication

Effective schools intentionally foster teamwork to create an environment that celebrates individual differences and contributions to organizational outcomes. Effective organizations and teams are a reflection of equal participation, substantive conversations, clear expectations, accountability, and continual feedback. There is constant collaboration and communication between and among teachers of all grades, students, and parents, families, or guardians. Everybody is involved and connected, including students, parents and members of the community, to solve problems and create solutions.



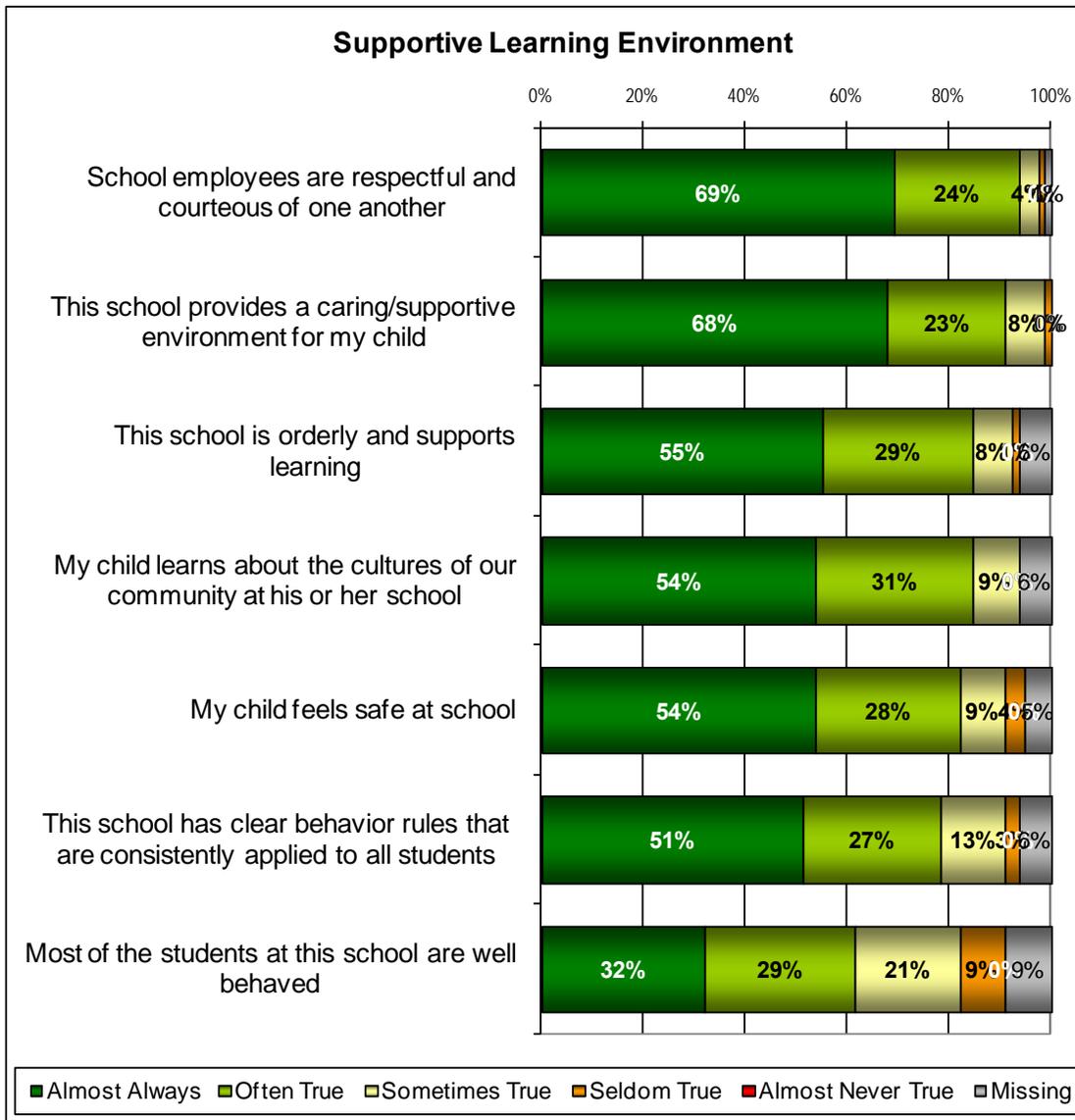
Parent and Community Involvement

Effective schools create and sustain high levels of parent and community involvement. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.



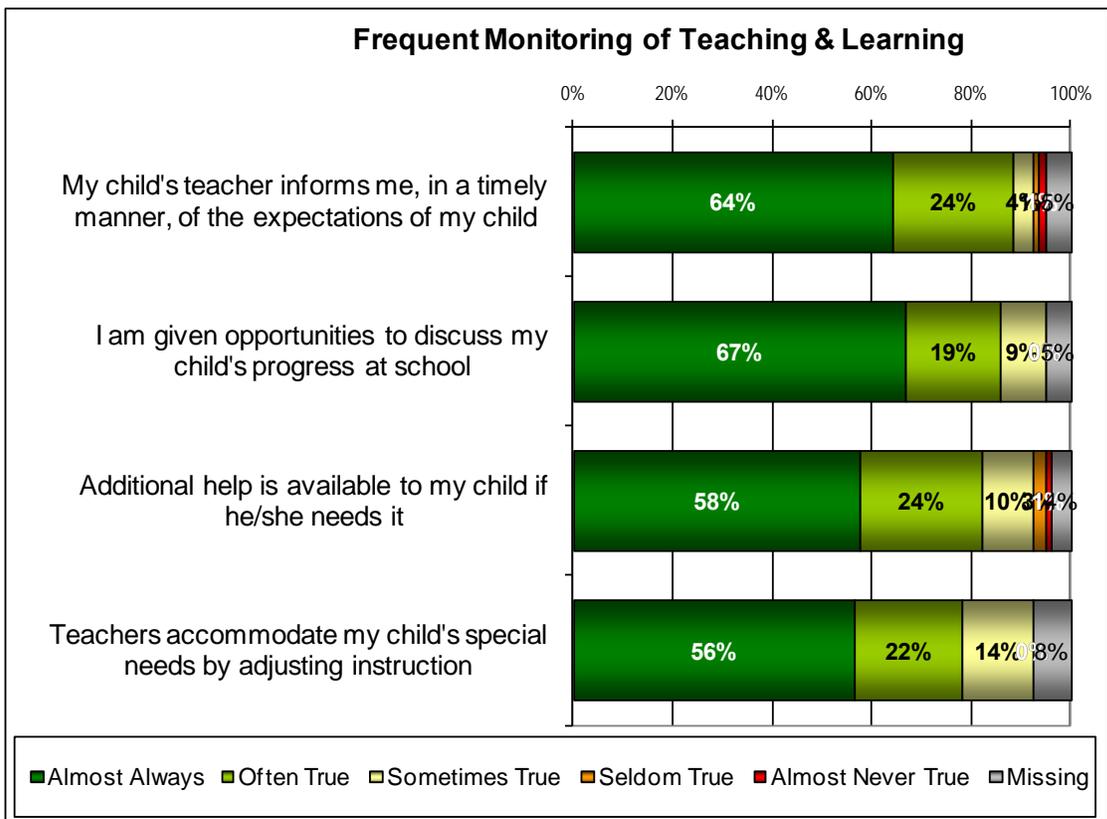
Supportive Learning Environment

The environment in which a staff works and students learn has a significant impact on the quality of educational work. Equality, safety, and a sense of fairness go a long way toward encouraging staff members to strive for excellence. A sense of community as distinct from being a team is another avenue to achieving organizational success, the pride and support of all staff members.



Frequent Monitoring of Teaching and Learning

Effective schools engage in constant, thorough, and rigorous monitoring of teaching and learning. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used– both for monitoring adult work and student work. The results of the assessments are used to improve student performances and also improve the instructional program.



High Quality Curriculum, Instruction, and Assessment

Effective schools implement, with fidelity and rigor, high quality curriculum, instruction and assessment. Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

