Da Vinci Charter Academy
High School Student Handbook
## General Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Office</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. John Bowes</td>
<td>Superintendent</td>
<td></td>
<td>(530) 757-5300</td>
</tr>
<tr>
<td>Tyler Millsap</td>
<td>Principal</td>
<td><a href="mailto:tmillsap@djusd.net">tmillsap@djusd.net</a></td>
<td>(530) 757-7154 ext 212</td>
</tr>
<tr>
<td>Scott Bell</td>
<td>Vice Principal Teacher</td>
<td><a href="mailto:sbell@djusd.net">sbell@djusd.net</a></td>
<td>(530) 757-7154 ext 218</td>
</tr>
<tr>
<td>Erika Strand</td>
<td>Head Counselor</td>
<td><a href="mailto:estrand@djusd.net">estrand@djusd.net</a></td>
<td>(530) 757-7154 ext 237</td>
</tr>
<tr>
<td>Nicole Chiamparino-Roper</td>
<td>Counselor</td>
<td><a href="mailto:nchiamparino@djusd.net">nchiamparino@djusd.net</a></td>
<td>(530) 757-7154 ext 255</td>
</tr>
<tr>
<td>Adela Johnson</td>
<td>Admin Assistant</td>
<td><a href="mailto:adjohnson@djusd.net">adjohnson@djusd.net</a></td>
<td>(530) 757-7154 ext 202</td>
</tr>
<tr>
<td>Debbie Martin</td>
<td>Admin Assistant</td>
<td><a href="mailto:dmartin@djusd.net">dmartin@djusd.net</a></td>
<td>(530) 757-7154 ext 206</td>
</tr>
<tr>
<td>Sandy Ferguson</td>
<td>Registrar Transcripts</td>
<td><a href="mailto:sferguson@djusd.net">sferguson@djusd.net</a></td>
<td>(530) 757-7154 ext 204</td>
</tr>
</tbody>
</table>

### ONLINE RESOURCES
- Davis Joint Unified Website: [www.djusd.net](http://www.djusd.net)
- Da Vinci Charter Academy Main Website: [www.davincicharteracademy.net](http://www.davincicharteracademy.net)
- Echo Student & Teacher Portal: [https://davinci.echo-ntn.org/](https://davinci.echo-ntn.org/)
- Echo Parent-Observer Portal: [https://pddvca.echo-ntn.org/](https://pddvca.echo-ntn.org/)
The Da Vinci Pledge

COLLABORATIVE SPIRIT
“NONE of us is as strong as ALL of us”

Act respectfully and responsibly and be mindful of your impact on others as you consider the expectations of yourself and of your community. Contribute to the collaborative vision of the school by embracing and celebrating the diverse voices and the unique characteristics of each individual.

PROFESSIONAL ACTIONS
“Your choices and actions matter”

Dress, speak, and act with conduct and appearance that is appropriate for your given situation. Be truthful and take ownership of the situation and of your actions in order to do the right thing, regardless of circumstances. Create and maintain a culture of trust.

INNOVATIVE LEARNING
“Ready, Fire, Aim!”

Create and maintain high expectations for ourselves and our school. Invite and offer feedback to improve ideas and collaborate for innovation. Encourage curiosity, embrace uncertainty and search for the (real/useful) truth by articulating our questions, owning our learning and taking risks. Challenge and build on wild ideas, take risks with your learning and embrace and learn from your failures as well as your successes.

COMMUNITY MINDSET
“Surrender the ME for the WE”

Teach, learn and include student voice in every decision and interaction. Recognize and build upon the assets of self and others while practicing and promoting equity of voice. Foster the strength of our community with individual choices and contributions that reflect positive regard for all.

RESTORATIVE FOCUS
“Assume Positive Intent”

Address problems respectfully, promptly, and appropriately by taking concerns to the people directly involved. Use “I” statements and positive communication to help others consider the impact of their actions. Provide opportunities for others to restore trust and repair relationships.
Da Vinci High School 2018-2019 Schedule

Regular Monday, Tuesday, Friday Schedule
Mon-Fri. schedule until “late start”, collaboration starts 09/12/18.

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>** Leave DV early to get to DHS for next period</th>
<th>** Late to DV arriving from DHS at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08:15</td>
<td>09:07</td>
<td>8:56 (11)</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>09:11</td>
<td>10:03</td>
<td>9:55 (8)</td>
<td>9:20 (9)</td>
</tr>
<tr>
<td>Snack Break</td>
<td>10:03</td>
<td>10:09</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>10:09</td>
<td>11:01</td>
<td>10:51 (10)</td>
<td>10:16 (7)</td>
</tr>
<tr>
<td>4</td>
<td>11:05</td>
<td>11:57</td>
<td>X</td>
<td>11:16 (11)</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:57</td>
<td>12:42</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>12:46</td>
<td>1:38</td>
<td>1:29 (9)</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>1:42</td>
<td>2:34</td>
<td>2:25 (9)</td>
<td>1:53 (11)</td>
</tr>
<tr>
<td>7</td>
<td>2:38</td>
<td>3:30</td>
<td>X</td>
<td>2:49 (11)</td>
</tr>
</tbody>
</table>

Wednesday Block Schedule: Beginning 09/12/18
Note: State testing may impact/change “late start” schedules in the Spring.

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>** Leave DV early to get to DHS for next period</th>
<th>** Late to DV arriving from DHS at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>7:45</td>
<td>8:50</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>8:55</td>
<td>10:25</td>
<td>10:20 (5)</td>
<td>X</td>
</tr>
<tr>
<td>Snack Break</td>
<td>10:25</td>
<td>10:30</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>10:30</td>
<td>12:05</td>
<td>X</td>
<td>10:40 (10)</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:05</td>
<td>12:55</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>01:00</td>
<td>2:30</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Thursday Block Schedule: Beginning 9/13/16

<table>
<thead>
<tr>
<th>Period</th>
<th>Start</th>
<th>End</th>
<th>** Leave DV early to get to DHS for next period</th>
<th>** Late to DV arriving from DHS at:</th>
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<tbody>
<tr>
<td>1</td>
<td>08:15</td>
<td>09:45</td>
<td>9:42 (2)</td>
<td>X</td>
</tr>
<tr>
<td>Snack Break</td>
<td>09:45</td>
<td>09:50</td>
<td>X</td>
<td>10:02 (07)</td>
</tr>
<tr>
<td>3</td>
<td>09:55</td>
<td>11:30</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30</td>
<td>12:20</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>12:25</td>
<td>01:55</td>
<td>01:43 (12)</td>
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<tr>
<td>7</td>
<td>02:00</td>
<td>03:30</td>
<td>X</td>
<td>02:07 (07)</td>
</tr>
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</table>

* Lunch served immediately after 7th period.

** Travel schedule for students attending class at Davis High
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of School</td>
<td>Wednesday, August 29th</td>
</tr>
<tr>
<td>Picture Day</td>
<td>Wednesday, August 29th</td>
</tr>
<tr>
<td>Back to School Night</td>
<td>Tuesday, September 4th</td>
</tr>
<tr>
<td>Late Start Begins</td>
<td>Wednesday, September 12th</td>
</tr>
<tr>
<td>Movie Night</td>
<td>Wednesday, September 12th</td>
</tr>
<tr>
<td>Senior Info Night</td>
<td>Thursday, September 13th</td>
</tr>
<tr>
<td>Picture Re-Takes</td>
<td>Monday, September 24th</td>
</tr>
<tr>
<td>Trivia Night</td>
<td>Tuesday, October 9th</td>
</tr>
<tr>
<td>Secondary Articulation</td>
<td>Thursday, October 11th</td>
</tr>
<tr>
<td>PSAT</td>
<td>Saturday, October 13th</td>
</tr>
<tr>
<td>End of Quarter 1</td>
<td>Friday, October 19th</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Friday, October 19th</td>
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<tr>
<td>Chili Cook-Off</td>
<td>Saturday, November 3rd</td>
</tr>
<tr>
<td>Winter Feast</td>
<td>Friday, December 7th</td>
</tr>
<tr>
<td>Dragon’s Den</td>
<td>Friday, December 14th</td>
</tr>
<tr>
<td>End of Quarter 2 + Fall Semester</td>
<td>Friday, December 21st</td>
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<tr>
<td>Beginning of Quarter 3 &amp; Spring Semester</td>
<td>Tuesday, January 8th</td>
</tr>
<tr>
<td>Movie Night</td>
<td>Wednesday, January 16th</td>
</tr>
<tr>
<td>Junior College &amp; Career Planning Night</td>
<td>Thursday, January 31st</td>
</tr>
<tr>
<td>1929 Night</td>
<td>Friday, February 22nd</td>
</tr>
<tr>
<td>Catalina Trip</td>
<td>Wed, Feb 26th to Fri, Mar 1st</td>
</tr>
<tr>
<td>Trivia Night</td>
<td>Tuesday, March 12th</td>
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<tr>
<td>Secondary Articulation</td>
<td>Thurs, March 14th</td>
</tr>
<tr>
<td>Open House + WWI Museum Night</td>
<td>Thurs, March 14th</td>
</tr>
<tr>
<td>Close-Up Washington D.C. Trip</td>
<td>Mon, Mar 18th - Fri, Mar 22nd</td>
</tr>
<tr>
<td>End of Quarter 3</td>
<td>Friday, March 22nd</td>
</tr>
<tr>
<td>Inaugural Ball</td>
<td>Friday, April 12th</td>
</tr>
<tr>
<td>Dino Fest</td>
<td>Tuesday, April 23rd</td>
</tr>
<tr>
<td>AP Spanish Language Test</td>
<td>Tuesday, May 7th</td>
</tr>
<tr>
<td>AP Studio Art Test</td>
<td>Friday, May 10th</td>
</tr>
<tr>
<td>AP Art History/ AP Calculus Test</td>
<td>Tuesday, May 14th</td>
</tr>
<tr>
<td>AP Stats Test</td>
<td>Thursday, May 16th</td>
</tr>
<tr>
<td>DV Day</td>
<td>Friday, May 24th</td>
</tr>
<tr>
<td>Senior Trip</td>
<td>Wed, June 5th - Fri June 7th</td>
</tr>
<tr>
<td>Senior Awards Night</td>
<td>Tuesday, June 11th</td>
</tr>
<tr>
<td>Graduation</td>
<td>Thursday, June 13th</td>
</tr>
<tr>
<td>End of Q 4 &amp; Spring Semester</td>
<td>Thursday, June 13th</td>
</tr>
</tbody>
</table>
The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn
- A team of talented, resourceful, and caring staff
- Transforming teaching, learning, and operations in our continuing pursuit of excellence
- Resourceful, transparent, and responsible fiscal planning, and
- A diverse and inclusive culture

Adopted by the Board of Education March 6, 2014

WE ALL BELONG: SAFE AND WELCOMING SCHOOLS FOR ALL

On February 2, 2017, the Davis School Board approved a resolution providing a clear and transparent statement that DJUSD shall be a place where all students, employees and families feel welcome and safe regardless of their immigration status, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression.

Specifically, the resolution addresses procedures for responding to federal immigration enforcement action as well as policy changes around data collection on student enrollment. The resolution marked an important, first step to begin the process of examining current policies and procedures, educating school employees, and working closely with community partners to ensure that all students and families, including those that are undocumented or marginalized, are able to receive education in a safe and supportive environment. For more information, see the We All Belong page on the DJUSD website.
Gender Identity and Expression

California law and District policy require that all programs, activities and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe and non-stigmatizing learning environment for all students and to ensure that every student has equal access to all school programs, facilities and activities.

State law requires that all students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student’s records.

School site administration shall coordinate with the District’s Student Support Services Department whenever a student requests or the administration identifies a need to accommodate a student’s gender identity and/or gender expression. For more information, see LGBTQIA Supports on the DJUSD website.

NEVER ‘BRING-TO-SCHOOL’ LIST:

The following items are illegal to possess on any school campus and may result in suspension and/or expulsion:

- Firearms, knives of any kind (including pocketknives), anything that could be used as a weapon, or any look-alike gun or weapon (ED Code 48900 b)
- Alcohol tobacco or drugs of any kind (Prescription medicine, as well as over-the-counter medication, must be stored in the Nurse’s Office (ED Code 48900 c,h,j)
- Matches, lighters, firecrackers, burning anything, stun guns or other explosives.
- Aerosol cans, large sums of money, valuables of any kind, unsafe or disruptive wear.
STUDENT PROTESTS & DISTRUBANCES / EXPRESSIONS OF FREE SPEECH ON CAMPUS

Knowing there are widely held and differing opinions in our Davis community around controversial topics, DJUSD recognizes the rights of students to express their views in exercise of their First Amendment rights. In the case of on-campus student protests or expressions of free speech on campus, expectations for student behavior will be maintained in order to ensure safety. We also encourage families to discuss with students their views about controversial events.

Generally, normal instruction will continue during any voluntary, organized activity on campus and students who choose to participate in planned, on-campus activities are expected to return to class following such events.

Students who leave class to participate in off-campus or other unauthorized activities will be considered “unexcused.” An initial unexcused absence will result in a phone call notification of the absence to the parent/guardian. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board Policy and Administrative Regulations (See Board Policy 5131.4 and Administrative Regulation 5131.4).

BEHAVIOR INTERVENTIONS

DJUSD is committed to ensuring that school is a safe learning environment for every student. Beyond academics, school can be a place where students learn valuable life skills that will serve them well as adults and serve our society in beneficial ways. To that end, DJUSD takes a comprehensive approach to matters involving rights, responsibilities, discipline, and restoration.

School staff regard all students as their responsibility to teach, guide, and support. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive attitudes. Our goal in responding to harms to others or the community, including breaches of rules or policies, is to have students understand the effects and impacts of their actions, to be accountable for those actions, and to take the opportunity to make things as right as they can be. Clear and appropriate consequences
are part of this effort by school staff to educate and to encourage positive, productive student behavior.

DJUSD does not allow corporal punishment at our district under any circumstances. Physical restraint may be used only to prevent imminent serious bodily injury to the student or others.

If the school site administrator determines a violation of education code has occurred, a suspension may be delivered. If the parent/guardian does not agree with the suspension, they may file an appeal. Specific information about the appeal process can be found on the suspension from.

Tobacco

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This prohibition applies to all employees, students and visitors at any school sponsored instructional program, activity or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or ground shall include notice of the district’s tobacco-free schools policy and consequences for violations of the policy.

Restorative Practices Frequently Asked Questions

What does restorative practices mean?
Restorative communities believe that decisions are best made and conflicts are best resolved by those most directly involved in them. These practices seek to develop positive relationships and restore community when conflict and/or harm has occurred (IIRP).
Why do we use restorative practices at Da Vinci?
The use of restorative practices helps us to build empathy, increase accountability, resolve conflict, give everyone a voice, improve community, restore relationships, and repair harm.

Who do I contact if I need help resolving a conflict?
If possible, it is always best to talk directly to the people involved about the conflict. If this was attempted and unsuccessful or if support is needed then seek help from a teacher, the restorative practices coordinator, counselor, or an administrator to help resolve the conflict. Students can email or talk directly to any staff member for assistance.

What is a restorative conference?
A restorative conference is facilitated by a staff member that has been certified in restorative practices to resolve conflict. The first step is called pre-conferencing and is completed individually with the facilitator and each person involved in the conflict. Once everyone is ready to participate, a meeting is held to resolve the conflict and make sure everyone has a chance to share how they have been affected. Then everyone collaborates to create an agreement about what is needed to move forward.

Who can participate in a restorative conference?
Anyone that is involved in a conflict, including students, parents, teachers, staff members, counselors, and administration can participate in a restorative conference.

What are the possible outcomes of using the Restorative Practices Referral System?
Ideally, the conflict is resolved and everyone is able to agree to move forward. Participants are encouraged to share what needs to happen to repair the harm from the conflict and move forward. Often, a formal signed agreement states what each person will commit to and a staff member will track progress by each participant.

Why should I participate in a restorative conference?
It is important to be part of the problem solving process and solution when involved in a conflict so that your voice can be heard and you can listen to how others have been affected. This system is a support network for the entire school community to learn, grow and thrive.
RESTORATIVE PRACTICES
Develop community and manage conflict by repairing harm and building relationships.

DO I HAVE A CONFLICT?

YES

TALK TO PEOPLE INVOLVED?

NO

FILL OUT RP FORM?

NO

TALK TO TEACHER?

NO

E-MAIL STAFF

YES

CONFLICT RESOLVED?

NO

ASK AFFECTIVE QUESTIONS USING RP GUIDELINES

YES

TEACHER WORKS WITH STUDENT(S)

GREAT! GO YOU!

GREAT AS YOU WERE

NO

REFER TO RP COORDINATOR

NO

WAS CONFLICT RESOLVED THROUGH TEACHER INTERVENTION?

YES

FOLLOW UP

CONFERENCE & AGREEMENT

NO

REFER TO COUNSELING OR ADMIN?

YES

DATA COLLECTION & COMMUNITY IMPROVEMENT


circle Guidelines

✓ Respect the talking piece
✓ Speak honestly
✓ Listen without judgement
✓ Trust you will know what to say
✓ Say just enough

affective Questions

1. What has been happening?
2. What have you been thinking about?
3. What has been the hardest for the team and for you?
4. What needs to happen to make this right?
5. How can you prevent this from happening again?

11
Wellness Resources

School staff is here for you. We can encourage and support you to make healthy choices.

Your school counselor can provide personal counseling including:

- Coping strategies
- Stress management
- Guidance for how to help friends involved in risky behaviors
- Support in developing a lifestyle that enhances wellness

24/7 Resources

Sometimes people need help at night, on the weekend, or other times school is not in session. These resources are available to you during those times. Each is staffed by trained volunteers to assist you to get the help you need. All are based locally with the exception of the Crisis Text Line.

**Suicide Prevention**
1-888-233-0228
Trained volunteers provide confidential, anonymous telephone counseling and referral information.

**Crisis Text Line**
741-741
Text the word "Start". A trained specialist will provide secure counseling and referrals to additional resources.

**ASK Teen Line**
753-0797
The Allied Services for Kids (ASK) can answer your questions. They provide support to teens and families in crisis.

**School Safety Tip Line**
758-SAFE (758-7233)
Students can confidentially report concerns about school safety such as possible violence or incidents of harassment.

Other Resources:

- **Al-Anon /Alateen** 758-6907
  Support and hope for friends and families of substance abusers.
  [www.al-anon.alateen.org](http://www.al-anon.alateen.org)

- **Empower Yolo**
  662-1133 or 371-1907
  Crisis support and information about domestic violence and sexual assault.
  [www.empoweryolo.org](http://www.empoweryolo.org)

- **Science-Based Facts about Drugs**
  [www.teens.drugabuse.gov](http://www.teens.drugabuse.gov)

Additional resources can be found on DJUSD’s Prevention & Crisis webpage.
[www.djusd.k12.ca.us/crisis](http://www.djusd.k12.ca.us/crisis)
DVCA Expected School Learning Results- ESLRs

**Written Communication:** The ability to effectively communicate knowledge and thinking through writing. This is demonstrated by organizing and structuring ideas, using discipline appropriate language, and utilizing proper English Language conventions.

**Oral Communication:** The ability to communicate knowledge and thinking through a range of styles of communication appropriate to different audiences.

**Collaboration:** The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.

**Curricular Literacy:** The State of California and DVCA have identified key knowledge that students should have when they graduate from high school. This grade reflects the student’s knowledge and understanding of the concepts included in Content standards (Common Core, NGSS, etc.)

**Learning Mindset:** Students build intelligence and skills through effort, practice, solicitation of feedback, revision, and seeking challenge. Students are given feedback and growth in their capacity to “learn how to learn” and monitor their own progress to be successful in tasks, school, and life.

**Professionalism:** Students show the ability to submit complete and timely work that meets the expectations of academic and professional settings. Additionally, students demonstrate the ability to meet dress and communication standards required for a professional setting.

**Critical Thinking:** This grade reflects the student’s ability to perform higher order thinking skills including evaluation, synthesis and problem solving, thinking analytically and creatively, using logical reasoning and interpreting information.
Project Based Learning Overview

Da Vinci’s primary instructional approach is project-based learning, frequently referred to as PBL. Project-based learning is a well-recognized, highly effective approach to learning that is founded on student inquiry. Students work collaboratively on standards-based projects and develop their own innovative responses. Technology is embedded in projects and, additionally, project outcomes and products promote learning beyond course content, such as the development of oral communication, critical thinking, and professionalism. The graphic below depicts the essential elements upon which Da Vinci teachers design their projects.
MLA Citation Template

AuthorLast, AuthorFirst. *Title of Source*. Title of Container, Other Contributors, Version, Number, Publisher, Publication DD Month YYYY, Location.

**Quotations, Paraphrase, and Summary**

Purdue University’s Online Writing Lab distinguishes quotations, paraphrase, and summary as follows:

**Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

**Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

**Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material. (Driscoll and Brizee)

**Why Cite? Quotation/Paraphrase Example Paragraph**

Cited sources verify the legitimacy of your work and represent an indispensable element of the research process. Wayne C. Booth et al. identify three central purposes of citations in their book *The Craft of Research*. First, they explain that citations benefit you the writer, pointing out that “readers don’t trust sources they can’t find” (Booth et al. 195). They go on to warn that if readers cannot verify your evidence because you did not cite it or did not cite it properly, “they won’t trust your evidence; and if they don’t trust your evidence, they won’t trust your report or you” (Booth et al. 195). Further, the authors explain that citations enable your readers to seek further information on your topic and that citations give due credit to the hard work someone else prepared before you used it (Booth et al. 196). Credible, successful writers take care to research thoroughly, choosing sources with discernment, and then correctly and faithfully cite the sources they use to ensure that readers respect their work and to prevent the spread of false information.
Consequences of Plagiarism

Plagiarism occurs any time a person presents someone else’s work as though it were their own. This transgression might take the form of turning in an assignment someone else completed, failing to cite (both in text and in a Works Cited) a source or sources used in the completion of an assignment (whether quoted, paraphrased, or summarized), or not appropriately distinguishing between material that is directly quoted or paraphrased. Instances of plagiarism will result in the following consequences:

- **First Offense:** Grade of 0% on assignment, note made in student’s records, call home, and administrator consultation
- **Second Offense:** All of the above plus a meeting with parents and potential disciplinary action
- **Third Offense:** All of the above and definite disciplinary action

Works Cited


Overview of Technology Expectations at Da Vinci
(Taken from the DJUSD Responsible Use Agreement)

Guidelines and Consequences
It is a privilege, rather than a right, for a student to bring personal technology devices (or PTD’s) to school and to use school computers. When all relevant policies are followed, our learning environment will be enhanced. However, when policies are abused, it can negatively impact our learning environment. When policies are not followed, privileges may be taken away and confiscation and/or disciplinary action may occur. For example, the first time your phone is confiscated by a teacher, you must pick it up at the end of the day in the office. Each confiscation includes additional disciplinary action.

- PTD’s are only to be used for educational purposes at the direction of a classroom teacher.
- Any DJUSD staff member has the right to prohibit use of devices at any time, inside and outside of the classroom. Students must comply with all staff requests regarding technology, such as shutting down, closing screen, storing, etc.
- Students are responsible for personal data plan charges, at school and other locations.
- Students will not monopolize or disrupt the resources of the DJUSD network including, but not limited to: online gaming or video not associated with directed instructional activities; using a computer to host games, videos, files, etc. accessed from the network; setting up hotspots; network use intended to deny service to a computer, service, or network; or attempts to gain unauthorized access to network service and management devices.

Responsibility, Security and Damages
Responsibility to keep the PTD/school computers secure rests with the individual student. DJUSD is not liable for any PTD that is lost, stolen, damaged, or infected by malware. If a PTD is lost, stolen, or damaged, the matter will be handled through the administrative office in the same manner as other personal belongings. It is your duty to report lost, stolen or damaged PTD’s to the Da Vinci office at the earliest opportunity so that resolution can be reached as soon as possible.
Additional Rules for Bringing Personal Devices to School/School Computer Use

No Expectation of Privacy
- DJUSD and Da Vinci may monitor and review files and communications, without notice to the student to make sure that the system is used responsibly.
- DJUSD and Da Vinci routinely monitor communication connected to student school accounts (Google.doc, Gmail). Professionalism is expected in all school communication and consequences, and the loss of technology privileges may result from misuse.
- DJUSD and Da Vinci may collect and examine any PTD/school computer on campus if there is reasonable suspicion to believe it has been used to commit or facilitate conduct that violates policy, including but not limited to, cyberbullying, hacking, plagiarism or cheating. Random computer checks are instituted for monitoring.

Digital Citizenship
- Students shall not view, display, or submit any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal on PTD’s in the school environment.
- Students shall not use devices to record, transmit, or post photographic images, sound, or video of a person or persons on campus during school activities and/or hours, unless otherwise directed by a teacher for a specific educational purpose.
- Students shall not use devices to engage in any illegal activity, including but not limited to: peer to peer file sharing, hacking, or cracking the District’s or another network.
- The District cannot guarantee that its filters will prevent the viewing of all objectionable materials. Students who gain access such objectionable material must inform a staff member of the offending website.

All Da Vinci Students sign and agree to the DJUSD Responsible Use of Technology agreement during registration. By signing the summary signature form students and their parents agree to the expectations specified in the RUA.
It is highly recommended that parents go over the district RUA and this document to make sure they understand what they are signing. Da Vinci Charter Academy students have additional rights and responsibilities regarding technology use.

All students at DVCA have daily use of either a Chromebook or a laptop. At the JH level we provide Chromebooks for every student. At the HS we can provide laptops for students, or students can bring their own devices to school.

All technology checked out to students should be returned to Da Vinci in reasonable condition. Any missing laptops must be replaced with an equivalent device before any records or grades will be released.

At DVCA we trust students with technology daily and we expect students to treat technology respectfully and responsibly.

High School Students:

- Can only have one device on the DVCA network.
  - If a student is using a school computer, they cannot bring a personal computer to school.
  - We do not allow phones on the wireless network
- Students are responsible for charging their laptops overnight and bringing them to school.
- Each school laptop comes with a charger.
- Treat laptops carefully, especially during transport. Use a laptop sleeve.
Did you know Da Vinci High School students have the opportunity to check out technology equipment for use outside of school? Projects can be hard and DV Checkout is here to help!

**How do you checkout tech equipment?**

1. Head to Da Vinci’s Echo (https://davinci.echo-ntn.org/) and navigate to the additional resources at the bottom.
2. Click “Tech Checkout”.
3. Fill out the document to request the technology you need.
4. Your items will then be delivered to you within the same day.
   a. Items are checked out for 1 week (renew upon request)
   b. A receipt will be delivered with your items with a due date.

**How do I return tech equipment?**

1. Return your tech to Adela in the office by the end of your due date.
2. Continuously missing due dates may result in no further requests honored.
Attendance & Tardy Policy

Da Vinci and DJUSD believe that attendance and punctuality are imperative to the learning process and are important real-world skills required for success in college and career settings. Attendance also has a direct effect on the budget of the district. The State of California funds roughly $42.92 per student, per day and therefore, the higher the attendance rate, the more funding the district receives. If student attendance increases, there will be increased revenue for employee compensation and improved educational opportunities. All stakeholders must work together to ensure that students are present and on-time to each class; therefore, Da Vinci has developed attendance and tardy policies that reflect this philosophy.

Important Notes on Tardies

- For the purpose of enforcing this policy, a tardy is defined as a student that is not inside the classroom at the scheduled start time for a class.
- Students that arrive late to school must report directly to the registrar in the Da Vinci office to receive a tardy slip. The tardy slip must be delivered to the classroom teacher upon arrival.
- Students that arrive to school late with a valid, documented excuse will receive an Excused Tardy. Students that arrive to school less than 30 minutes late without a valid, documented excuse will receive an Unexcused Tardy. Students that arrive to school more than 30 minutes late without a valid, documented excuse will receive a Truant Tardy, which is equivalent to an unexcused absence.
- Tardies are recorded for each individual class period.

Important Notes on Absences

- California Education Code requires that school staff account for every student, during every period of every day. Missed class periods can only be excused for the following reasons:
  - Personal illness (the school can require verification from a medical provider after 14 period absences due to illness).
  - Quarantine under the direction of a health officer.
  - Personal medical appointment (school may require verification).
- Funeral services for immediate family, household members, in-laws (1 day in state, 3 out of state).
- Court obligations (school may require verification).
- Religious observance or exercise for moral or religious training. A written request must be submitted and approved by school personnel prior to the absence.
- College visits that are requested and approved by school personnel 1 week prior to the absence and do not exceed 3 consecutive days.
- Counseling or administrative excuses.
- Serving as a member of a precinct board of an election.
- Spending time with a member of the student’s immediate family, who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position.

- Parents or guardians are required to provide a valid excuse for an absence within two days of the absence by contacting the DV Office.
- Students are not allowed to participate in school activities on days that absences are unexcused.
- Teachers are not required to offer credit for work that is missed due to unexcused absences.
- Student attendance is closely tracked. The following thresholds will generate a school-based response to intervene and improve attendance patterns:
  - Level 1 (L1) = 21 periods of unexcused absences/truant tardies
    - Truancy letter #1 & consultation with parent/guardian.
  - Level 2 (L2) = 35 periods of unexcused absences/truant tardies
    - Truancy letter #2, formal conference with parent/guardian, attendance contract created which may include closed campus.
  - Level 3 (L3) = 49 periods of unexcused absences/truant tardies
    - Truancy letter #3, second formal conference with parent/guardian, possible home/visit by DJUSD or Davis Police Department, referral to DSHS Academic Center for 8 hours, referral to Yolo County District Attorney’s Office.
- Excessive Excused Absence 1 (EE1) = 56 periods of excused absences beyond the allotted 14 periods
  - Excessive excused letter #1, consultation with parent/guardian.
- Excessive Excused Absence 2 (EE2) = 84 periods of excused absences beyond the allotted 14 periods
  - Excessive excused letter 2, parent/guardian required to provide verification for absences, attendance contract.

**Independent Study**

The only way the district receives attendance funding is for the student to be in class or a sanctioned school activity, to be receiving home or hospital services as requested by a licensed physician through the school nurse, or to participate in short-term independent study. Short-term independent study is available for students who know in advance that they will be absent from school. Short-term independent study enables the student to stay current with coursework provided by their classroom teachers. Short-term Independent Study is granted by the school administrator and must be requested one week prior to the absence and can be for 1 to 10 days of school but the total cannot exceed 15 days in a school year. For more information, see Short Term Independent Study and Attendance and Engagement on the DJUSD website.

**Accessing the School Nurse**

The school nurse is available to promote healthy lifestyles and prevent illness among students. Nurse Amy supports students with a wide range of physical and mental health issues. Some things Nurse Amy can help with, in addition to first aid for illness or injury, include:

- Nutrition
- Chronic fatigue
- Sleep problems
- Hygiene and personal care concerns
- Reproductive health referrals and confidential visits during school hours
- Sexual health education
- Relationship issues
- Mindfulness practices
• Eating disorders
• **Mental health problems** including anxiety, depression, self-harm and post-traumatic stress disorder (PTSD)
• Bullying

Everything you talk to the nurse about is confidential unless you or someone else is being hurt. In that case, we need do everything we can to ensure everyone is safe.

Stop by my office, opposite the MPR. No appointment is necessary. I work Tuesday – Friday 10:30 – 2:30. If I am not available, please email astacy@djusd.net or text me at 530-746-0905 and I will see you as soon as I can.
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<td>Norma Ramirez</td>
<td>10</td>
<td>Spanish 1-5</td>
<td><a href="mailto:nramirez@djusd.net">nramirez@djusd.net</a></td>
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<tr>
<td>Mary Declercq</td>
<td>11/17</td>
<td>Draw &amp; Paint/ Photo/ AP Art/ Video Film</td>
<td><a href="mailto:mdeclercq@djusd.net">mdeclercq@djusd.net</a></td>
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<td>Justin McBurney</td>
<td>11A</td>
<td>PE</td>
<td><a href="mailto:jmcburney@djusd.net">jmcburney@djusd.net</a></td>
</tr>
<tr>
<td>Nicole Roper</td>
<td>12B</td>
<td>Counselor A-K</td>
<td><a href="mailto:nchiamparino@djusd.net">nchiamparino@djusd.net</a></td>
</tr>
<tr>
<td>Erika Strand</td>
<td>12A</td>
<td>Counselor J-Z</td>
<td><a href="mailto:estrand@djusd.net">estrand@djusd.net</a></td>
</tr>
<tr>
<td>Susan Kirby</td>
<td>13</td>
<td>Internship Coordinator</td>
<td><a href="mailto:skirby@djsud.net">skirby@djsud.net</a></td>
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<tr>
<td>John Grima</td>
<td>14</td>
<td>Physio &amp; Anat/Zoo Bot/Envi Sci/Bio</td>
<td><a href="mailto:jgrima@djusd.net">jgrima@djusd.net</a></td>
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<td>Kristen Uliasz</td>
<td>15</td>
<td>Study Skills</td>
<td><a href="mailto:kuliasz@djusd.net">kuliasz@djusd.net</a></td>
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<tr>
<td>Lauren Smith</td>
<td>15</td>
<td>Study Skills</td>
<td><a href="mailto:lsmith@djusd.net">lsmith@djusd.net</a></td>
</tr>
<tr>
<td>Tom Kurth</td>
<td>25/17</td>
<td>American Lit</td>
<td><a href="mailto:tkurth@djusd.net">tkurth@djusd.net</a></td>
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<tr>
<td>Scott Bell</td>
<td>18</td>
<td>World Civ/ VP</td>
<td><a href="mailto:sbell@djusd.net">sbell@djusd.net</a></td>
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<tr>
<td>Caroline Loomis</td>
<td>19</td>
<td>IM3/IM3+/Coding</td>
<td><a href="mailto:cloomis@djusd.net">cloomis@djusd.net</a></td>
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<td>Bree DeRobbio</td>
<td>20</td>
<td>IM1/Calc/Aces</td>
<td><a href="mailto:bderobbio@djusd.net">bderobbio@djusd.net</a></td>
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<td>Elizabeth Broughton</td>
<td>21</td>
<td>IM2/Precalc/Stats</td>
<td><a href="mailto:ebroughton@djusd.net">ebroughton@djusd.net</a></td>
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<td><a href="mailto:gconners@djusd.net">gconners@djusd.net</a></td>
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<td>Brittany Rosenberg</td>
<td>23</td>
<td>US Hist/Psychology</td>
<td><a href="mailto:brosenberg@djusd.net">brosenberg@djusd.net</a></td>
</tr>
<tr>
<td>Josephine Lanni</td>
<td>24</td>
<td>English 12/ Journalism/Aces</td>
<td><a href="mailto:jlanni@djusd.net">jlanni@djusd.net</a></td>
</tr>
<tr>
<td>Kait Sangster</td>
<td>25</td>
<td>English 10</td>
<td><a href="mailto:ksangster@djusd.net">ksangster@djusd.net</a></td>
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<tr>
<td>Nathan Kwan</td>
<td>26</td>
<td>Chemistry/Physics/Envi Sci</td>
<td><a href="mailto:nkwan@djusd.net">nkwan@djusd.net</a></td>
</tr>
<tr>
<td>Adela Johnson</td>
<td>Office</td>
<td>Site Administrative Secretary</td>
<td><a href="mailto:ajohnson@djusd.net">ajohnson@djusd.net</a></td>
</tr>
<tr>
<td>Debbie Martin</td>
<td>Office</td>
<td>Site Secretary (Registrar/Attendance)</td>
<td><a href="mailto:dmartin@djusd.net">dmartin@djusd.net</a></td>
</tr>
<tr>
<td>Sandy Ferguson</td>
<td>Office</td>
<td>Registrar</td>
<td><a href="mailto:sferguson@djusd.net">sferguson@djusd.net</a></td>
</tr>
<tr>
<td>Mike Barron</td>
<td>Office</td>
<td>Campus Supervisor</td>
<td><a href="mailto:mbarron@djusd.net">mbarron@djusd.net</a></td>
</tr>
<tr>
<td>Amy Stacy</td>
<td>Nurse’s Office</td>
<td>Nurse</td>
<td><a href="mailto:astacy@djusd.net">astacy@djusd.net</a></td>
</tr>
<tr>
<td>Tyler Millsap</td>
<td>Office</td>
<td>Principal</td>
<td><a href="mailto:tmillsap@djusd.net">tmillsap@djusd.net</a></td>
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Davis Joint Unified School District Dress Code Policy

DJUSD recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parents or guardians.

The District’s goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district.

Allowable Dress and Grooming:
- Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments; however, waistbands and bra straps may show
- Fabric covering all private parts must not be transparent
- Footwear must be worn at all times, and must not limit student participation in school activities
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff (hoodies must allow the student’s face and ears to be visible to staff)
- Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, wood shop, and other activities where unique hazards exist
- Specialized courses may require specialized attire, such as sports uniforms or safety gear

Non-Allowable Dress and Grooming:
- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances
- Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, which may include changing into PE clothes, wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.
Communication: Da Vinci students articulate well-developed, complex ideas clearly and with confidence both through writing and verbally. They are able to adapt their language to the context and task with the poise to express themselves to a variety of audiences.

Collaboration: Da Vinci students balance confident contributions with effective listening, compromise and support. They are able to work with people of varying mindsets, skills, perspectives and strengths in diverse circumstances. Da Vinci students seek both individual and team success.

Learning Mindset: Da Vinci students are motivated to seek challenge and are committed to lifelong learning. They embrace the idea that mistakes and setbacks present opportunities to develop and improve, and that knowledge and skill will grow through effort.

Critical Thinking: Da Vinci Students are risk-taking innovators. They confidently apply knowledge and skills in unfamiliar contexts and across various domains, using a range of higher order thinking skills to develop original solutions to complex problems.

Citizenship: Da Vinci students embrace the responsibility of being positive contributors to their communities. They exhibit self-awareness and know their place in a community while seeking to understand the needs, experiences and backgrounds of others. They consider the implications of their actions upon the broader community.

Self-Management: Da Vinci students practice resourcefulness, perseverance, self-advocacy, and time-management in order to develop healthy habits that promote independence and support their progress towards their goals.

Technological Literacy: Da Vinci students understand the integral role of technology in a knowledge society. They access and ethically utilize a variety of technological tools to support their learning. They strive to continually adapt the type and application of technology to be prepared for the modern workforce and economy.