

2013-2014 Annual Report



“Da Vinci Schools are among the very finest I’ve seen”

~ Dr. David Brown ~

Former Executive Director of the WASC Accrediting Commission

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Background Information

~ Mission, Vision, History ~

~ Description & Organization of Our Schools ~

~ What Difference Do We Wish to Make ~



Chapter 1

MISSION/ VISION/ HISTORY

Mission

Da Vinci Schools exist to provide our students a rigorous, relevant, and hands-on college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. Furthermore, the K-8 school exists to run a family collaborative instructional model that supports children to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

Vision

Da Vinci Schools will be an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from postsecondary programs to become productive members and respected leaders in the global community.

History

Da Vinci Design and Da Vinci Science -- known as Da Vinci Schools -- opened in August 2009 as independent public charter high schools. Da Vinci Schools are a nonprofit independently governed Local Education Agency authorized by the Wiseburn (K-8) School District and approved by the California Department of Education. Da Vinci Schools and the Wiseburn School District operate as two legal entities to take advantage of operating flexibilities and significant resources, but with one common purpose. Both organizations are fundamentally focused on providing an outstanding educational experience for the Wiseburn community and other families.

In 2010, Da Vinci Schools received full accreditation by the Western Association of Schools & Colleges (WASC).

In August 2011, Da Vinci Schools opened the Da Vinci Innovation Academy, a home-school hybrid model for K-8 students that combines 2 days of project-based learning at school with 3 days of family-facilitated learning off site.

In 2013, Da Vinci Design and Da Vinci Science each were reaccredited by WASC for 6 years, the longest accreditation term the organization grants to any institution. Both schools are accredited through 2019.

In August 2013, Da Vinci Schools opened Da Vinci Communications, a new high school/college "hybrid" serving 9th graders in its first year and culminating in a high school diploma and up to two years of transferable college credit.

DESCRIPTION & ORGANIZATION

Overview

Located two miles south of Los Angeles International Airport, Da Vinci Schools are in close proximity to leading aerospace and engineering corporations, design studios, and major universities. Da Vinci Schools combine a project-based, college preparatory curriculum with a real-world “learn by doing” philosophy, early college classes (at no cost to families), industry-based seminars, a real world learning program, comprehensive college counseling, partnerships with industry and higher education leaders, a small and personalized school culture, and much more. The Da Vinci Innovation Academy is based on a hybrid model of both classroom-based and family-facilitated (homeschool) instruction. Families are an integral part of their children’s education and are valued as contributing members of the learning community. As an independent study school, families play a primary role in facilitating student learning.

The curriculum exceeds California's "A-G" university admissions requirements, and ensures that students acquire the 21st century skills and competencies needed for college and career success. Students are required to develop a series of digital portfolios in each subject area. At the end of each semester, all students must present a Portfolio Defense (POL) to a panel of faculty and community partners in which they use their work as evidence of their learning.

Da Vinci students come from over 80 different zip codes and reflect the full socio-economic and cultural diversity of the local area and the state of California. The schools admit students based on a random public lottery, with priority given to residents of the Wiseburn School District (our authorizer), siblings of currently enrolled students, and children of Da Vinci Schools’ faculty and staff, and founding partners. Criteria for admission include California residence and interest in attending the schools. There are no tests or GPA requirements for admission.

The Da Vinci school year includes 2 semesters of approximately 18 weeks. At the high schools, each day is divided into three 100 minute periods (block schedule) and a 75 minute seminar. The high school day begins at 9am and ends at 4pm on Mondays through Thursdays, and begins at 10am on Fridays. For Da Vinci Innovation Academy students, the school day begins at 9:15 am and ends at 3:15 pm on the days they attend school on-site. DVIA students attend school on either Mondays AND Thursdays OR Tuesdays AND Fridays with optional enrichment classes on Wednesdays.

WHAT DIFFERENCE DO WE WISH TO MAKE?

Overview

Mission

Why we exist as an organization; enduring truths about our organization that have no expiration date

Da Vinci Schools exists to provide our students a rigorous, relevant, and hands-on college preparatory curriculum with areas of focus in design, engineering, communications, and school and family collaborative education.

Core Principles

What we believe; fundamental values that are central to our organization and reflect how we want to move toward our mission

Da Vinci Schools believes the following components are critical to student success:
 Personalization • Small learning communities • Depth over breadth • Real-world context for learning
 Student demonstration of mastery • Learning-by-creating • Collaborative problem-solving • Equity & access for all • Industry & university partnerships • Integrity, respect and trust • Community building
 Commitment to growth by all • High expectations • Accountability

Vision

A look into the future: What our organization will be doing 5-10 years from now

Da Vinci Schools will be an environment in which all students will become college-ready, career-prepared, and community-minded.

Signature Practices

The structures and practices through which we seek to achieve our vision

Project-based learning • Teacher-designed projects • Essential knowledge & skills • Mastery-based grading
 Revision & peer critique • Use of rubrics for assessment • Student leadership
 Advisory • Digital portfolios • Presentations of learning (project exhibitions & portfolio defenses)
 Student-led conferences • Service learning • Industry-based seminars • Internships • Early College
 Community-building • Extensive professional development • Meaningful teacher evaluation & feedback

Outcomes & Results

What we seek for our students and how we will measure our success

Habits of Mind	21 st Century Skills	Metrics
Evidence	Initiative	Net Promoter Score
Integrity	Communication	API / SAT / ACT
Quality	Critical Thinking/Problem Solving	Attendance Rate
Collaboration	Use of Academic Language	Graduation Rate
Connection	Creativity	UC/CSU Eligibility Rate
Accountability	Use of Technology	College Acceptance Rate
	Leadership	College Entrance Rate
	Adaptability & Agility	College Graduation Rate
	Assessing & Analyzing Information	

“Expected Schoolwide Learning Results”

Habits of Mind

Habit of Evidence

Evidence is the habit of providing proof for claims through the use of relevant facts and credible sources.

In order to determine whether or not one is cultivating this habit, one might ask—

- ❖ Do I understand the relevant facts and concepts?
- ❖ How do I seek credible and relevant sources to support my work, and present them accurately?
- ❖ How do I present my information clearly, effectively, and authentically?
- ❖ How have I addressed contradictory evidence or alternative perspectives?

Habit of Integrity

Integrity is the habit of being consistently honest, fair, and sincere in all one's dealings.

In order to determine whether or not one is cultivating this habit, one might ask—

- ❖ Have I been respectful, ethical & honest in all my work, speech, and relationships?
- ❖ Are the assignments I submit my own work?
- ❖ Have I given credit to all of my sources, cited them accurately and faithfully represented them?
- ❖ Have I kept my word and followed through on all my commitments?

Habit of Connection

Connection is the ability to look for patterns and ways that things fit together in order to utilize diverse material to form new solutions.

In order to determine whether or not one is cultivating this habit, one might ask—

- ❖ What are the outcomes (the “what”) and purposes (the “why”) of this? Why is this important?
- ❖ How is this related to other things I know?
- ❖ How does this confirm or challenge my previous understandings or viewpoints?
- ❖ What are the applications of this?
- ❖ What are my biases and my perspectives, and how am I taking these into consideration?
- ❖ How does the context of this affect its relevance?

Habit of Collaboration

Collaboration is the habit of working effectively with others, acknowledging the personal strengths and weaknesses of yourself and others, and providing appropriate support.

In order to determine whether or not one is cultivating this habit, one might ask—

- ❖ What is my role and contribution to the process and final product?
- ❖ How do I support others to work to their full potential?
- ❖ How do I provide and welcome constructive feedback to/from others?
- ❖ How have I been of service to others, particularly those lacking resources that I possess?
- ❖ What efforts have I made to broaden my understanding of others' experiences and viewpoints?

Habit of Quality

Quality is the habit of consistently investing your personal best effort to create a product that is strong, accurate and beautiful.

In order to determine whether or not one is cultivating this habit, one might ask—

- ❖ Does this represent my personal best?
- ❖ Am I proud of this product?
- ❖ Have I sought out critical feedback and made revisions to my final product based on that feedback?
- ❖ How do I challenge myself to grow and improve?

Habit of Accountability

Accountability is the habit of consistently meeting deadlines and following directions.

In order to determine whether or not one is cultivating this habit, one might ask—

- ❖ Do I consistently meet all deadlines, both small and large?
- ❖ Do I always follow directions carefully?
- ❖ Do I accept full responsibility for my work?
- ❖ Do I use the “no excuses” mindset when working?
- ❖ Do I acknowledge and honor the established standards of respect and behavior?

21st Century Skills

Initiative

Initiative involves the ability to see an opportunity and take advantage of it without any specific instructions to do so.

In order to determine whether or not one is cultivating this skill, one might ask—

- ❖ Do I look for opportunities and take advantage of them?
- ❖ Do I go beyond basic mastery of content to expand my own learning and gain expertise?
- ❖ Do I prioritize and complete tasks without direct oversight?
- ❖ Do I manage my own timeline and balance both short-term and long-term goals?

Communication

Communication involves explaining thoughts and ideas in a clear and appropriate manner using oral, written, and nonverbal means.

In order to determine whether or not one is cultivating this skill, one might ask—

- ❖ Do I pronounce my words carefully and speak clearly?
- ❖ Do I take care in checking over my written work to make sure it is understandable and error-free?
- ❖ Do I listen to others' questions and respond appropriately?
- ❖ Do I pay attention to my body language?
- ❖ Do I incorporate technology in a way that is both effective and engaging?

Use of Academic Language

Use of academic language involves carefully choosing appropriate, specific words to explain learning.

In order to determine whether or not one is cultivating this skill, one might ask—

- ❖ Do I choose words that are specific to the academic discipline I am speaking about?
- ❖ Do I always use the words I choose in the correct context with the correct meaning?
- ❖ Do I avoid vague language like "thing" and "stuff" when speaking and writing?
- ❖ Am I efficient with my word choices when speaking and writing?

Critical Thinking & Problem Solving

Critical thinking & problem solving involve using reasoning to assess situations and generating viable solutions.

In order to determine whether or not one is cultivating this skill, one might ask—

- ❖ Do I evaluate evidence and draw conclusions based on evidence?
- ❖ Do I distinguish between argument and evidence?
- ❖ Do I ask significant questions that help to clarify the problem at hand and differing points of view?
- ❖ Do I consider both conventional and innovative solutions?
- ❖ Do I think about all possible alternatives before selecting a solution?

Use of Technology

Use of technology involves choosing appropriate devices and software to increase effectiveness and efficiency of communication.

In order to determine whether or not one is cultivating this skill, one might ask—

- ❖ Do I use technology as a tool to research, organize, evaluate, and communicate information?
- ❖ Do I incorporate technology into presentations in a clear, meaningful way?
- ❖ Do I maintain an organized, understandable digital portfolio of my work?
- ❖ Do I use social networking sites in a productive, appropriate manner?
- ❖ Do I make ethical choices regarding my use of technology?
- ❖ Do I understand and take responsibility for my "digital footprint"?

Leadership

Leadership involves taking all perspectives into consideration and always doing the right thing.

In order to determine whether or not one is cultivating this skill, one might ask—

- ❖ Do I use interpersonal and problem-solving skills to work with others toward a goal?
- ❖ Do I recognize and utilize the strengths of my team members?
- ❖ Do I inspire others to reach their very best via example and selflessness?
- ❖ Do I hold myself accountable to my word?
- ❖ Do I demonstrate integrity when in a position of power?
- ❖ Do I act responsibly with the interests of the larger community in mind?



Performance Indicators

~ *Demographics* ~
~ *Enrollment* ~
~ *Attendance* ~



Chapter 2

Demographics

Overview

In 2013-2014, Da Vinci High Schools served 1,345 students, 679 of whom are male (51%) and 663 of whom are female (49%). The ethnic breakdown of Da Vinci Schools student body is as follows: 630 Latino (47%), 313 White/Caucasian (23%), 202 African American (15%), 88 Asian (7%), and 112 Other (8%). The grade-level breakdown is as follows: 270 K-8 students (20%), and 1075 9-12 students (80%).

Da Vinci Students Gender and Ethnicity: 2013-2014

Gender	Male	Female	Ethnicity	African American	Asian/ Pac Isl	Caucasian	Latino	Other
# of students	679	663	# of students	202	88	313	630	112
% of students	49%	51%	% of students	15%	7%	23%	47%	8%

Da Vinci Schools Historical Enrollment by Grade Level, 2009-2014

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-2010	-	-	-	-	-	-	-	-	-	389	60	-	-	449
2010-2011	-	-	-	-	-	-	-	-	-	265	350	55	-	670
2011 - 2012	37	27	23	16	23	19	34	25	28	267	266	314	46	1125
2012-2013	36	32	34	20	20	23	23	37	38	272	273	241	275	1324
2013-2014	31	38	36	42	30	21	22	21	29	337	259	257	222	1345

Special Education

The Special Education program at Da Vinci Schools served 129 students in the 2013-2014 school year, and employed 11 special education staff focused on ensuring their success. Da Vinci schools implements a full inclusion model, where special education students are fully integrated in general education courses, and supported by practices of co-teaching and planning between general and special education teachers. The demographic breakdown of the students in the program is as follows:

Da Vinci High Schools Special Education Enrollment by Ethnicity, 2013-2014

Ethnicity	African American	Asian/ Pac Isl	Caucasian	Latino	Other
# of students	20	4	50	46	9
% of SPED students	15%	3%	39%	37%	7%

Da Vinci Schools Historical Special Education Enrollment, 2009-2014

Total Enrollment	DVIA	Communications	Design	Science	Da Vinci Schools
2013-2014	36	6	55	32	129
2012-2013	30	-	41	31	102
2011-2012	24	-	28	18	70
2010-2011	-	-	5	11	16
2009-2010	-	-	10	12	22

English Language Learners

In the 2013-2014 school year, Da Vinci Schools served 295 students who spoke 12 primary languages other than English. 18% of our overall population is considered Fluent English Proficient (FEP), and 4% are considered English Language Learners (EL), with the remaining 78% of students considered English Only (EO). Currently, our English Language Learners were a part of a Structured English Immersion instructional model whereby students are supported with SDAIE strategies in all English courses.

Da Vinci Schools English Language Learners by Classification, 2009-2014

% of All Students	EO	EL	FEP
2013-2014	78%	4%	18%
2012-2013	73%	3%	24%
2011-2012	76%	3%	21%
2010-2011	72%	4%	24%
2009-2010	76%	3%	21%

Da Vinci Schools EL Enrollment by Language, 2013-2014

Language	Spanish	Japanese	Tagalog	All
# of students	38	2	1	41
% of EL students	93%	5%	2%	100%

Da Vinci Schools Historical English Language Learners by Grade, 2009-2014

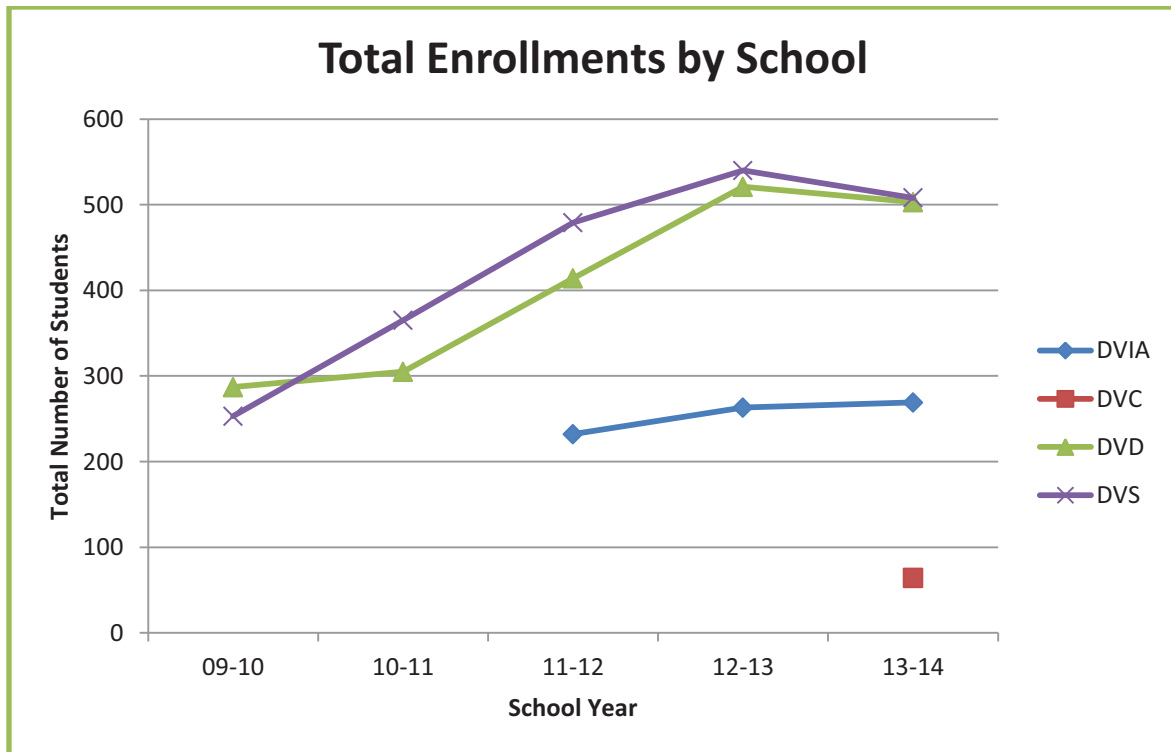
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	0	1	0	0	0	0	0	0	0	11	10	8	11	41
2012-2013	1	0	0	0	0	0	0	0	1	11	8	15	7	43
2011 - 2012	0	0	0	0	0	0	0	0	0	11	16	10	1	38
2010 - 2011	-	-	-	-	-	-	-	-	-	13	12	1	-	26
2009 - 2010	-	-	-	-	-	-	-	-	-	11	2	-	-	13

Individual School Sites

Each Da Vinci school has a unique population and progression of students. This section will highlight the unique enrollments for each school, overall, as well as enrollment for students of different racial/ethnic backgrounds, special education students, English Language Learners, and students who are Socioeconomically disadvantaged (SES).

Overall Da Vinci Schools Enrollment, 2009-2014

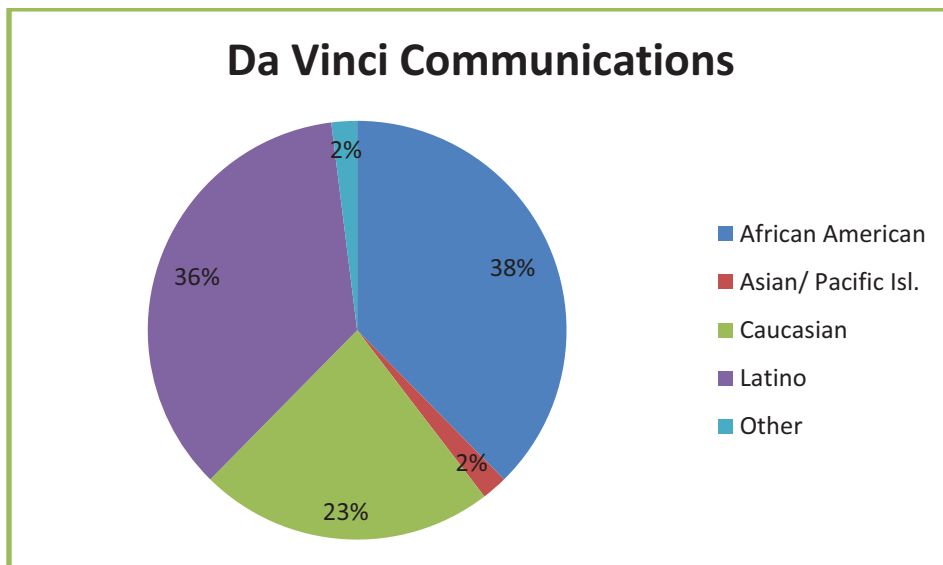
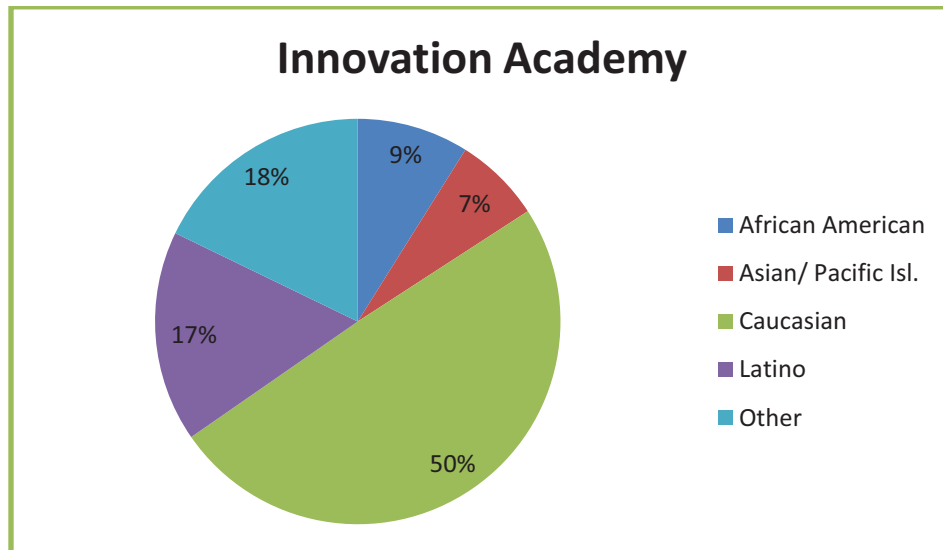
Total Enrollment	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DVIA	-	-	232	263	270
Communications	-	-	-	-	64
Design	287	305	414	521	503
Science	253	365	479	540	508



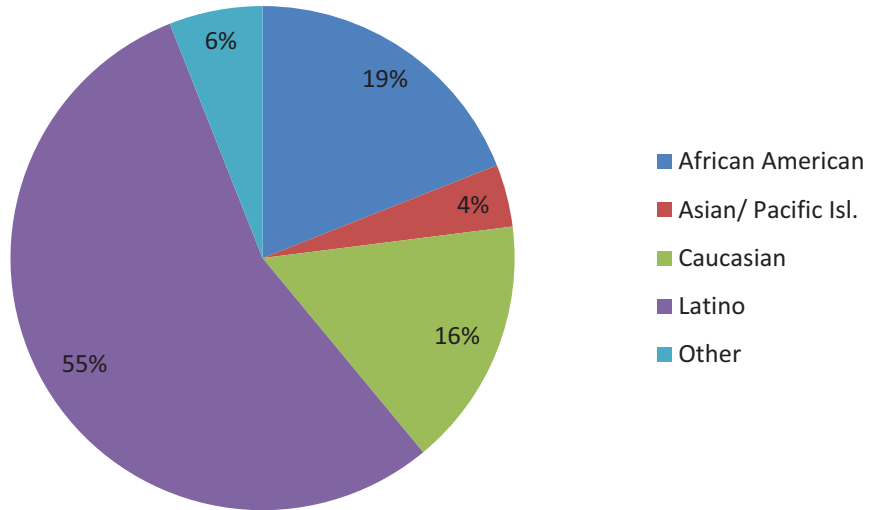
School Enrollment by Ethnicity, 2013-2014

% of Students	African American	Asian/ Pacific Isl.	Caucasian	Latino	Other
DVIA	9%	7%	50%	17%	18%
Communications	38%	2%	23%	36%	2%
Design	19%	4%	16%	55%	6%
Science	12%	10%	16%	56%	6%

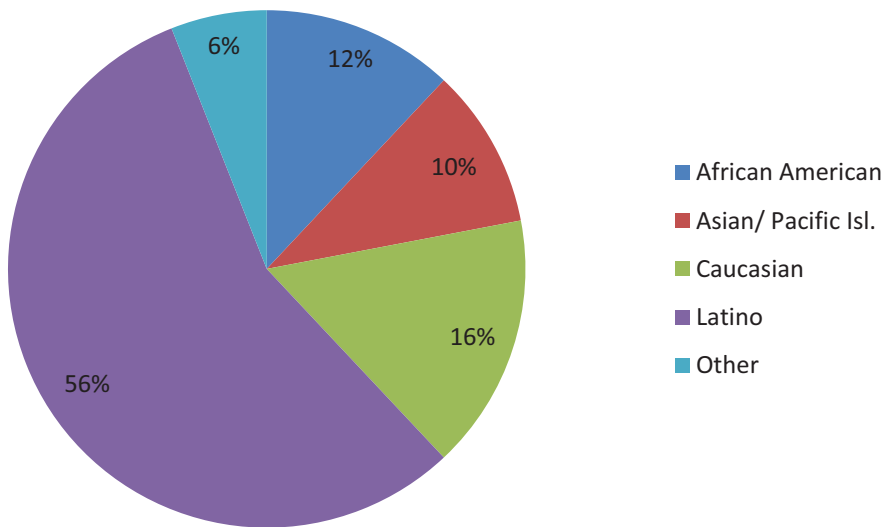
Racial/Ethnic Make-Up by School, 2013-2014



Da Vinci Design

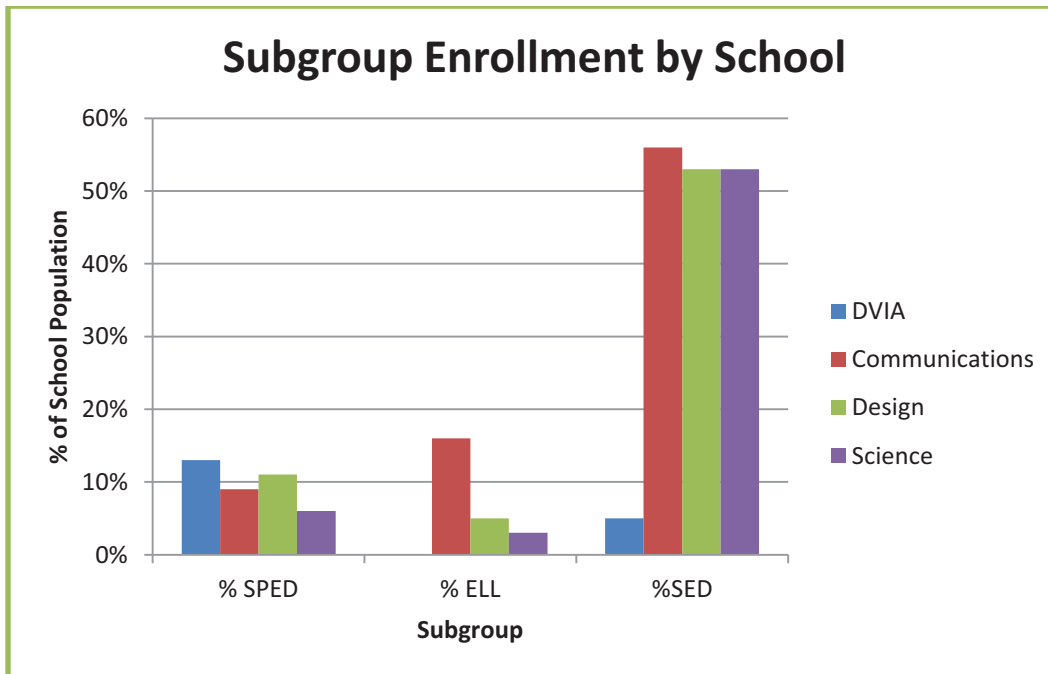


Da Vinci Science



Subgroup Enrollment by School, 2013-2014

% of Total Enrollment	Special Education	English Language Learners	Socio-Economically Disadvantaged
DVIA	13%	0%	5%
Communications	9%	16%	56%
Design	11%	5%	53%
Science	6%	3%	53%



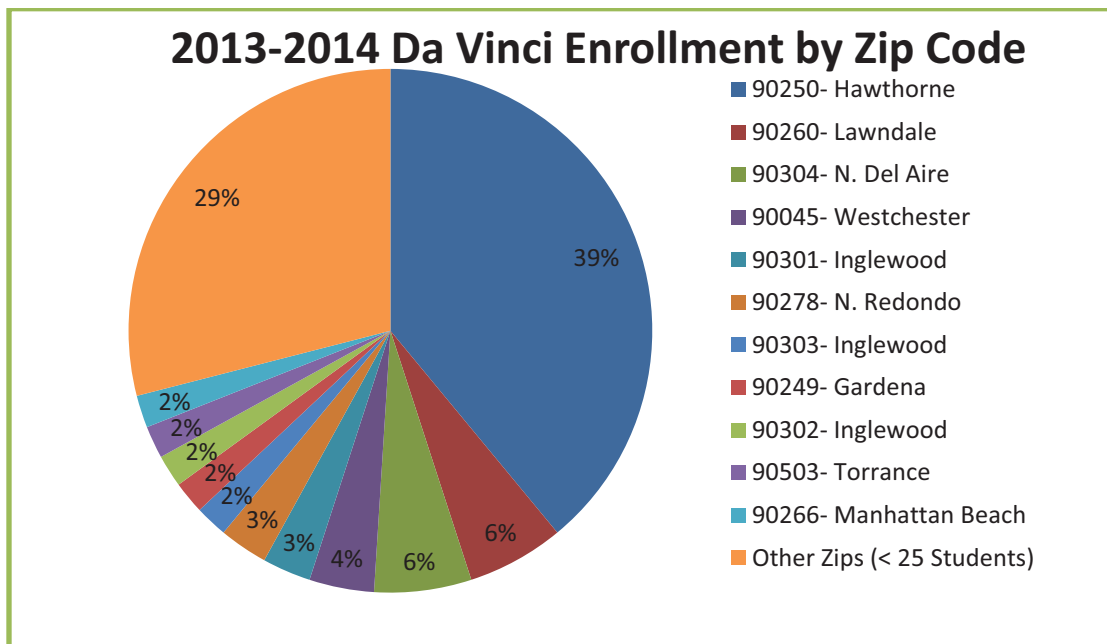
Enrollment & Admissions

Enrollment Overview

Da Vinci students come from 81 different zip codes – from our local neighborhoods, as well as from a variety of cities across the greater Los Angeles area. Below is an overview of where our students live, and the zip codes from which Da Vinci draws the largest numbers of students.

Da Vinci Schools Enrollment by Zip Code/City, 2013-2014

Zip Code- City	All Schools	Innovation Academy	Communications	Design	Science
90250- Hawthorne	39%	17%	34%	44%	45%
90260- Lawndale	6%	3%	6%	7%	8%
90304- N. Del Aire	6%	0%	8%	7%	7%
90045- Westchester	4%	2%	5%	4%	5%
90301- Inglewood	3%	1%	5%	2%	6%
90278- N. Redondo	3%	11%	2%	1%	1%
90303- Inglewood	2%	0%	2%	2%	2%
90249- Gardena	2%	1%	8%	1%	3%
90302- Inglewood	2%	3%	3%	2%	2%
90503- Torrance	2%	7%	3%	1%	0%
90266- Manhattan Beach	2%	3%	3%	2%	1%



Admissions Data

All prospective students in grades K-12 are required to fill out an Enrollment Application. Enrollment applications may be downloaded from our school website beginning in November, and are also available at our school offices and at our information meetings. Three actions are necessary for students to apply to Da Vinci Schools: attend an Information Meeting (mandatory for DVIA families), complete an Enrollment Application, and submit the Enrollment Application on or before the priority application deadline (March).

As prescribed by state law, charter schools conduct an enrollment lottery—a random public drawing—for available enrollment spaces as a way to ensure equal opportunity of access for all students. (At most charter schools, including Da Vinci Schools, there are more applications than enrollment spaces available.) During the lottery, all K-12 students are assigned enrollment spaces according to the order in which their lottery tickets are drawn. For example, the first ticket drawn places that student first on the enrollment list. Once all enrollment spaces have been filled, subsequent students are placed on a waiting list to fill any vacancies that may arise. As described in our charters, a lottery for all Da Vinci Schools for the 2013-2014 school year was conducted with enrollment preferences as follows:

1. Students currently attending Da Vinci Schools;
2. Students residing within the territorial jurisdiction of Wiseburn;
3. Children of founders and teachers—this preference will be applied to no more than 10% of student spaces. A founder is defined as any parent involved in the founding of the school that volunteered at least 75 hours toward the creation of the school;
4. Siblings of students currently attending Da Vinci Schools;
5. All others.

In 2011-2012, Da Vinci Schools began using a custom enrollment database. In previous years, applications were all processed manually. In the future, we look forward to utilizing our enrollment database to track and monitor enrollment data from year to year.

Da Vinci Schools Application Overview, 2012-2014

Applications Received	All Grades (K-12)	Innovation Academy (K-8)	Design & Science (9-12)
2013-2014	1,688	586	1102
2012-2013	1,325	482	843

Da Vinci Schools Applications by Grade Level, 2013-2014

District of Residence	All Grades (K-12)	Innovation Academy (K-8)	High Schools (9-12)
Wiseburn	203 (12%)	24 (4%)	179 (16%)
Non-Wiseburn	1493 (88%)	570 (84%)	923 (84%)

Da Vinci Schools Application Summary, 2013-2014

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Received	116	55	52	54	49	63	80	65	52	895	98	86	23	1,688
Offered	77	48	43	52	27	7	11	0	0	343	17	24	4	653
Enrolled	43	16	9	16	10	6	4	0	0	326	12	21	3	466

Da Vinci Schools Lottery Results, 2012-2014

Lottery Results	Applied	Wait list	Enrolled	Declined
2013-2014	1,696	813	466	343
2012-2013	1,325	504	446	375

Lottery Results by Grade Level, 2013-2014

Lottery Results	Applied	Wait list	Enrolled	Declined
Innovation Academy (K-8)	594	320	104	99
Design, Science, & Communications (9-12)	1102	493	362	244

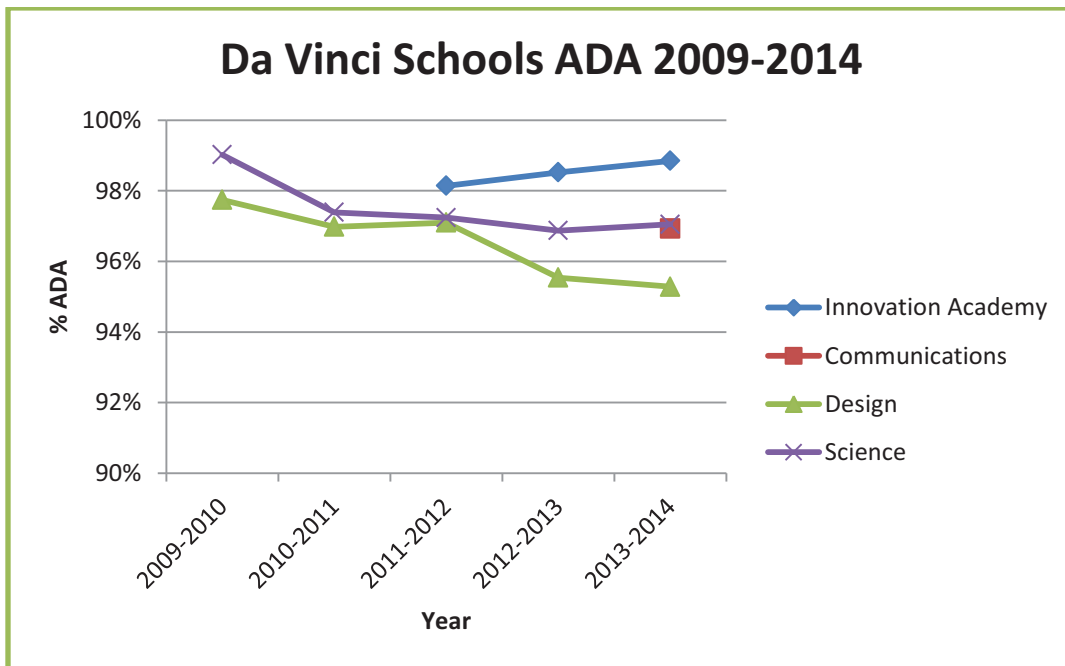
Attendance

Da Vinci Schools have enjoyed outstanding attendance rates as compared to local, State, and National averages. The Da Vinci Schools administration attributes this in large part to the personal connections students establish with their teachers, the sense of “family” the students feel at Da Vinci Schools, and the high level of engagement they have in their classes.

It is also important to note that Da Vinci Schools operate without any “bells” to inform students when to change classes. As there are no bells on college campuses or in the workplace, the no bells policy at Da Vinci Schools is geared to get students prepared for college and the workplace. Students are encouraged to take personal responsibility for their punctuality.

Da Vinci Schools Attendance Overview, 2009-2014

ADA	Innovation Academy	Communications	Design	Science
2013-2014	98.85%	96.93%	95.28%	97.05%
2012-2013	98.52%	-	95.54%	96.87%
2011-2012	98.14%	-	97.10%	97.24%
2010-2011	-	-	96.98%	97.39%
2009-2010	-	-	97.74%	99.02%



Academic Indicators

~ *Graduates* ~

~ *Current Students* ~

~ *College Readiness Indicators* ~



Chapter 3

Graduates

Class of 2014

The 218 students in the Class of 2014 were accepted into 178 different colleges and universities in California and across the nation. Students had the opportunity to attend presentations by admissions officers from many colleges and universities on our school sites, as well as to visit numerous college campuses on school-sponsored college visits. Da Vinci Schools believe that all students should have the opportunity to attend and succeed at four-year universities, and our college counseling supports in place resulted in outstanding graduation and college acceptance results for the Class of 2014.

Class of 2014 Graduate Overview

Graduating Classes	2014	2013	2012
Number of Graduates	218	272	44
Graduation Rate (12th grade)	99%	99%	98%
A-G Course Completion	98%	99%	100%
College Acceptance	93%	77%	80%
4-Year DV Cohort Grad Rate	91.4%	92.6%	83.3%
4-Year State Cohort Grad Rate	80.4%	80.4%	78.9%
4-Year DV Cohort Dropout Rate	4.2%	4.5%	7.4%
4-Year State Cohort Dropout Rate	11.8%	11.4%	13.1%

Class of 2012-2014 Post High School Destinations

Post-High School	Class of 2014	Class of 2013	Class of 2012
2-Year College	36%	36%	44%
4-Year College	59%	63%	56%
International College	<1%	<1%	0
Military	0%	<1%	0
World of Work/ Other	4%	<1%	0

Class of 2012-2014 Academic Summary & Comparison

Academics	DV Class of 2014	DV Class of 2013	DV Class of 2012
Average GPA (unweighted)	2.96	2.98	2.4
Average GPA (weighted)	3.01	3.08	2.77
Average SAT (2400)	1427	1430	1429
% of Grads Taking SAT	79%	86%	91%
Average ACT Score (35)	19	20	22
% of Grads Taking ACT	51%	52%	42%

Alumni



The Class of 2014 is the second full class of students to graduate from Da Vinci Schools. In the future, this section will contain information about what college destinations our alumni attended, the current level of undergraduate and graduate college enrollment for alumni, as well as persistence and degree completion rates. Data reported by the National Clearing House tracking system will also be used to help determine college going patterns and graduation rates and timelines for our alum. Alumni data will be tracked and reported in future versions of the Annual Report and we look forward to following our students as they move into their already bright futures.

Current Students

Performance Indicators

National and state standardized tests are not the sole guide for instruction at Da Vinci Schools. There are two types of school-wide Presentations of Learning at Da Vinci Schools that provide more meaningful insight regarding how K-12 students are performing in all classes: Exhibition and Presentations of Learning. Exhibition is an open-house style evening event that occurs once per semester (first in November and then again in March/April). All stakeholders - families, friends, community members, and board members - are invited to come to campus and visit the classrooms. Inside the classrooms, students showcase one or more of the projects they completed during the semester. Students are expected to explain the essential knowledge and skills learned in the projects, the process used to arrive at the final product, the Habits of Mind and Heart, and the 21st Century Skills that were important in the completion of the project. Projects are further a way for students to showcase and highlight interdisciplinary connections across subjects.



The second organization-wide Presentations of Learning are known as Portfolio Defenses at the high schools, and POLs at Da Vinci Innovation Academy. Portfolio Defenses and POLs take place at the close of each semester - in December and the end of May/early June, at which times, up to two weeks are specifically designated for this school-wide assessment. A Portfolio Defense or POL is essentially a student presentation to a panel of teachers, students, parents and other stakeholders regarding academic growth and progress toward the essential

skills and Habits of Heart and Mind. Students are required to provide and explain how specific work they have completed (i.e. the evidence) demonstrates growth toward mastery. Portfolio Defenses and POLs consist of 10-15 minutes of student presentation followed with 3 - 5 minutes of questions and answers from the panel members.

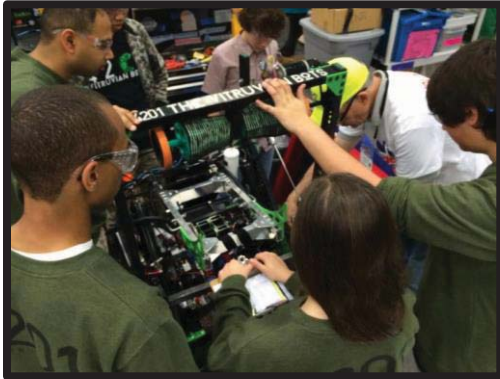
At the high school level, students who earn less than a 70% are required to re-do all or part of their Portfolio Defense. Portfolio Defense scores are then recorded on a student's transcript each year. Students who receive a 70% or greater by the end of the semester - regardless of number of attempts - earn one credit for the course on their transcript. Students who do not meet this benchmark receive no credit for the course, and it is noted accordingly on the transcript.



Extracurricular Involvement

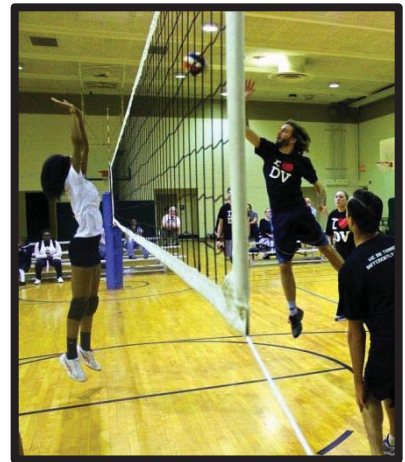
Da Vinci students have many opportunities to engage in extracurricular activities, including after school clubs, California Inter-Scholastic Federation (CIF) and intramural sports, and fitness seminars (similar to electives), as well as enrichment classes at Da Vinci Innovation Academy.

Da Vinci high school students plan, organize and run all clubs on campus with adult supervision. There is a very popular Marathon Club. Some of the clubs offered during the 2013-2014 school year were:



Ambassadors Club	Art
Drama	Chess
Filmmaking	Soccer
Interact Club	Glee Club
Computer Technology	Martial Arts
National Honors Society	LA Marathon Club
Junior Committee	Senior Committee
Decades of Dance	Animal Human Alliance
Society of Women Engineers	FIRST Robotics
Gay-Straight Alliance	Live for Christ

High School students also have the opportunity to take sports themed seminar classes, which meet twice a week. Fitness seminars include basketball, dance, running, cross-fit, yoga, and many others. With the development of a new facility, which will include a new gymnasium and practice fields for utilization of athletic programs, the opportunity to increase our CIF sports offerings will expand to full capacity in summer of 2017.



At Da Vinci Innovation Academy, students may enroll in one block of optional enrichment (two classes) each semester at no cost to families. Enrichment classes are held on Wednesdays when students do not attend classes on-site. Additional enrichment blocks may be purchased for a small fee. Enrichment classes have included art, dance, music, Minecraft, robotics, beginning Spanish, musical theatre, yoga, yearbook, yarn crafting, advanced algebra, and more.

College Readiness Indicators

A-G Course Completion



In June 2014, the third year in which Da Vinci Schools had graduating seniors, 213/218 (98%) of students met the UC/CSU A-G course requirements for admissions. All Da Vinci students are enrolled in A-G approved core courses, and Da Vinci Schools' commitment to the belief that all students can achieve high levels is demonstrated through its design. The graduation requirements for Da Vinci Schools are the University of California / California State University A-G requirements. This ensures that upon graduation, all Da Vinci

students are eligible to apply to the four-year public colleges and universities in the state of California. Da Vinci believes that all students should be able to continue their education at a four-year institution after the conclusion of high school. In addition, the high school grade scale does not include the grade of D, as a D is not accepted by the CSUs or UCs as having passed a course. Therefore, we push all students to achieve a C- or higher in all courses.

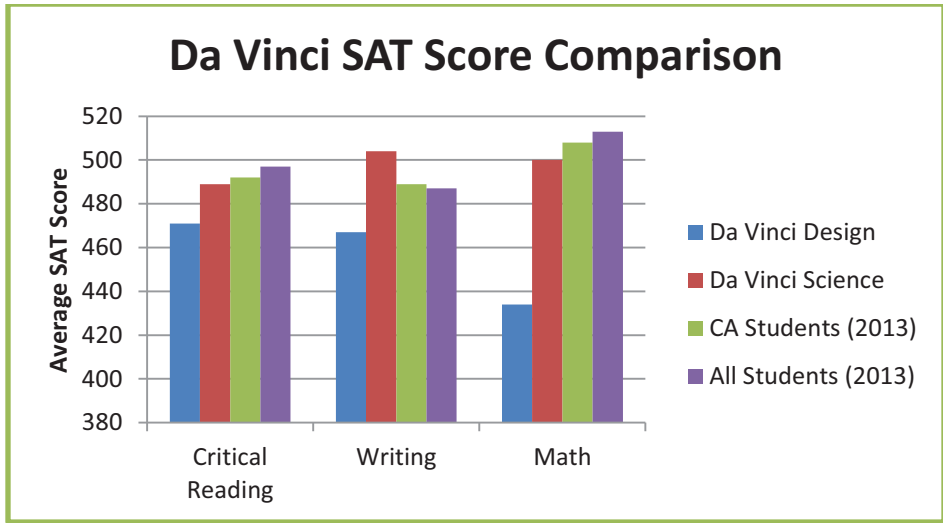
Standardized Testing

All Da Vinci students are encouraged to take the SAT and ACT in the spring of their junior year in preparation for their college application process. It is important to note that because of our college going focus, and our attention to ensure that all students have access to college, that the percentage of our students who take standardized tests are significantly higher than state and national averages. This may contribute to the gap in average scores, as we encourage all of our students, not just our top students, to take the exams.

Da Vinci Schools SAT Score Comparison, Class of 2014*

Average Test Score	Average Critical Reading Score	Average Writing Score	Average Math Score	% of Students Tested
Da Vinci Design	471	467	434	81%
Da Vinci Science	489	504	500	77%
California Students*	492	489	508	40%
All Students*	497	487	513	-

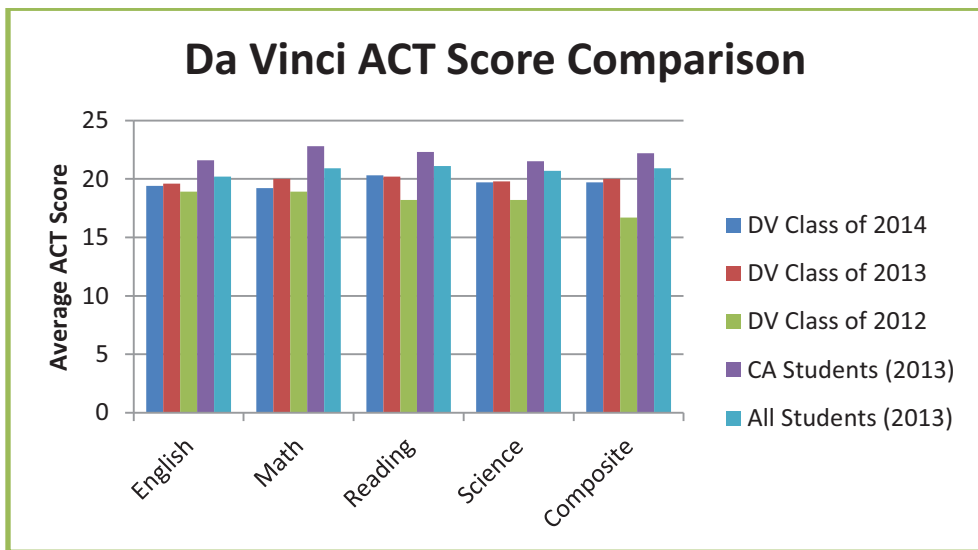
*Class of 2014 comparative data not yet available from CDE, comparative state and national data is from the class of 2013



Da Vinci Schools ACT Score Comparison

Average Test Score	Average English Score	Average Math Score	Average Reading Score	Average Science Score	Average Composite Score	% of Students Tested
DV Class of 2014	19.4	19.2	20.3	19.7	19.7	51%
DV Class of 2013	19.6	20.0	20.2	19.8	20.0	52%
DV Class of 2012	18.9	18.9	18.2	18.2	16.7	42%
California (Class of 2013*)	21.6	22.8	22.3	21.5	22.2	26%
Nation (Class of 2013*)	20.2	20.9	21.1	20.7	20.9	54%

*Class of 2014 comparative data not yet available from CDE



College Visits

Ample research provides that students who have the opportunity to visit colleges and experience and envision themselves within particular campuses are more likely to ultimately attend and succeed at four year schools. In 2013-2014 all Da Vinci students had the opportunity to visit at least one of the following university campuses:

Cal Poly, San Luis Obispo & Pomona
CSU Los Angeles
CSU Northridge
CSU San Bernadino
Loyola Marymount University
UC Irvine
UC Los Angeles
University of La Verne
University of Southern California
Whittier College



Admissions officers also frequently visit our schools in the fall to recruit and educate our kids on their college and university options. Representatives from the following colleges and universities visited our schools in 2013-2014:

American University
Boston University
Brown University
Cal Poly, San Luis Obispo
Carnegie Mellon University
Colorado College
Columbia College- Chicago
Concordia University- Irvine
CSU Dominguez Hills
CSU East Bay
Drew University
Emerson College
Georgia Institute of Technology
Humboldt State University
Johnson & Wales University
Loyola Marymount University
Massachusetts Institute of Technology
Mount St. Mary's College
National Young Arts Foundation
New York University
Occidental College
Pitzer College
Rochester Institute of Technology

Smith College
St. John's NY
Stanford University
Stevens Institute of Technology
Syracuse University
UC Los Angeles
UC Santa Barbara
United States Air Force Academy
University of Arizona
University of Chicago
University of La Verne
University of New Mexico
University of Redlands
University of Southern California
University of Washington
Utah State University
Vanderbilt University
Wesleyan University
Westmont College
Whitman College
Worcester Polytechnic Institute
Yale University

Culture

~ Students ~

~ Staff ~

~ Family/Community ~



DA VINCI
SCHOOLS

Chapter 4

Students

Survey Results

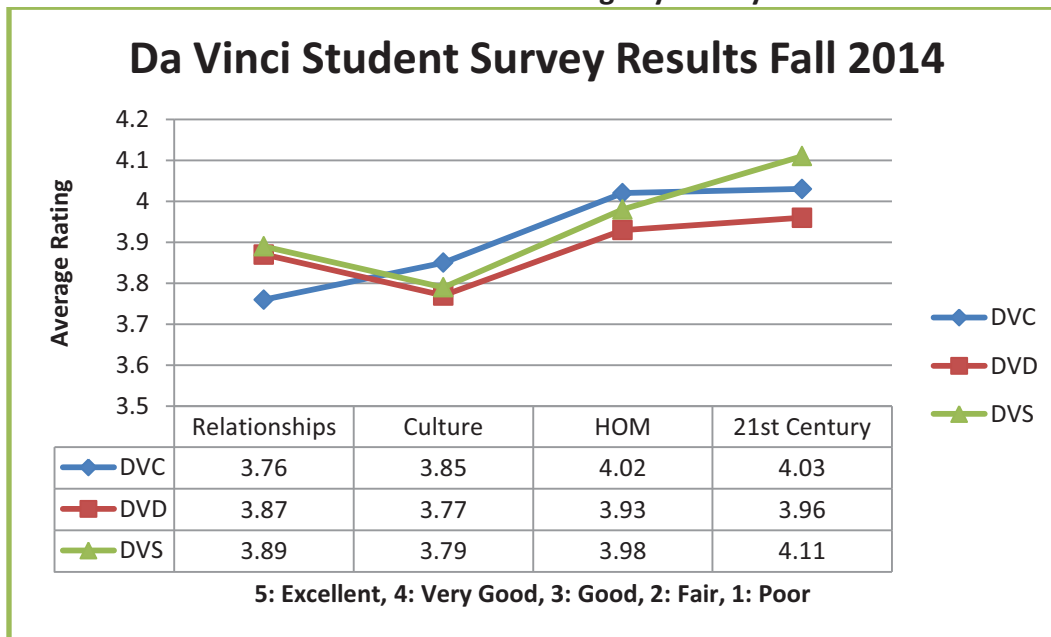


Comprehensive and consistent surveys for all Da Vinci sites were implemented beginning in the 2013-2014 school year, allowing us to better compare and establish baseline findings at individual sites as well as across our schools. Survey data for the 2012-2013 school year was individualized by school site, and the results were used by each site within the context of their school wide practices. Within the context of these surveys, students were able to evaluate and comment on their beliefs about the relationships that we form, the cultures that we cultivate, and our work to promote Habits of Mind (HOM) and 21st Century Skills on all of our sites.

Da Vinci Student Survey Participation Rates

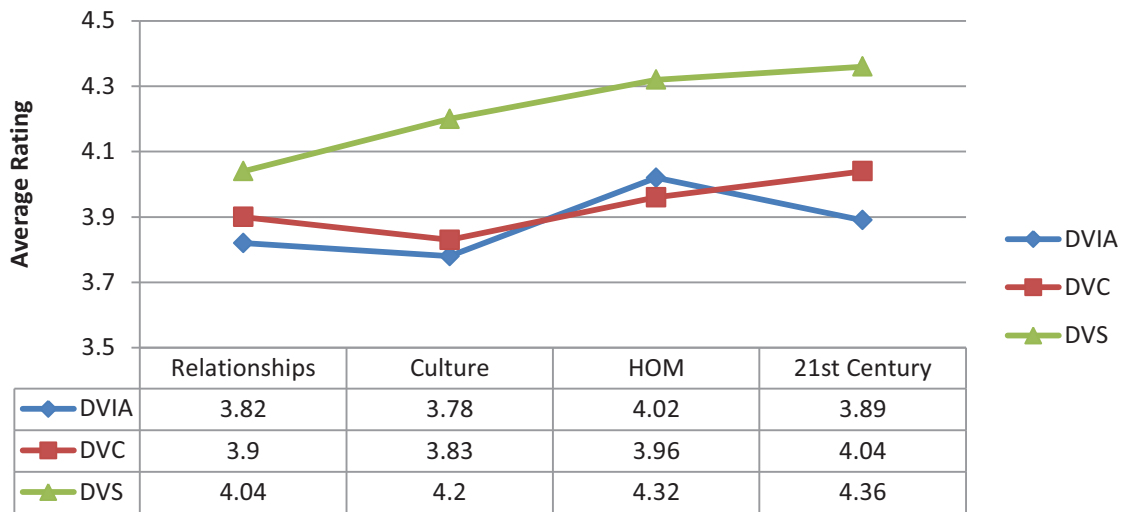
Average Ratings	Innovation Academy	Communications	Design	Science
Fall 2014	-	121	96	309
Spring 2014	100	57	-	844
Fall 2013	124	59	200	90

Overall Student Ratings by Survey



*Students at DVIA did not take a Fall 2014 Survey

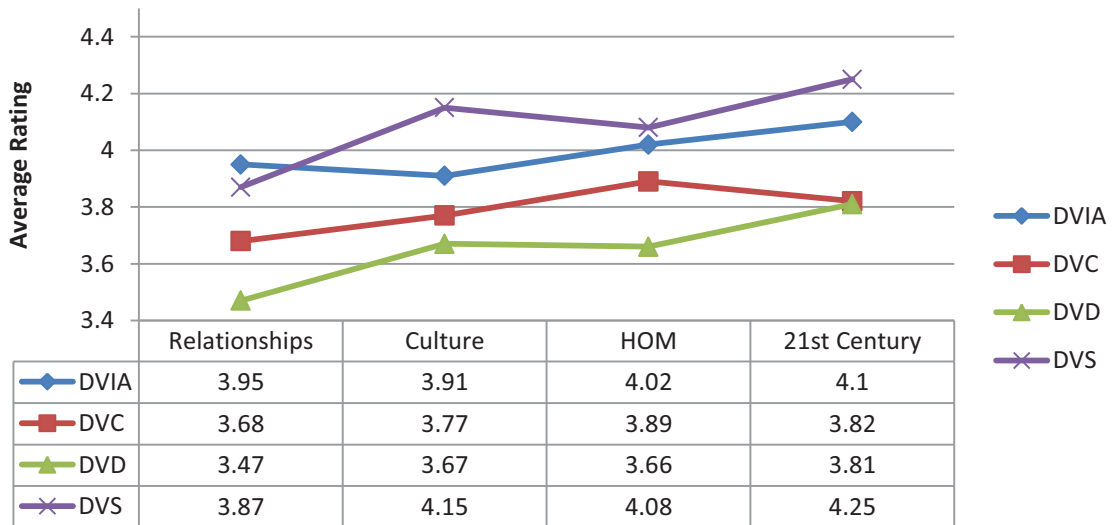
Da Vinci Student Survey Spring 2014



5: Excellent, 4: Very Good, 3: Good, 2: Fair, 1: Poor

*Students at DVD did not take a Spring 2014 Survey

Da Vinci Student Survey Spring 2013



5: Excellent, 4: Very Good, 3: Good, 2: Fair, 1: Poor

College Counseling & Socio-Emotional Wellness

Students on the Da Vinci Design and Science high school campus have access to 2 college counselors, and 1 PPS credentialed counselor (the Da Vinci Science PPS counselor also has her school psychologist license), and marriage and family therapist interns from Antioch University Los Angeles. Da Vinci Communications currently has one counselor to serve its students, and will continue to build its counseling staff as it continues to grow to capacity. Da Vinci Innovation Academy students have access to the counseling staff and interns from the high schools as well.



The counselor to student ratio for Da Vinci students is half of the County and State averages at their last point of report. Da Vinci students have greater access to personalized counseling services than their peers locally and statewide.

Da Vinci Schools Counselor to Student Ratio, 2011-2014

Counseling Ratios	DV	County	State
2013-2014	1:168	*	*
2012-2013	1:220	*	*
2011-2012	1 : 188	1 : 417	1 : 506
2010-2011	1 : 111	1 : 395	1 : 486
2009-2010	1: 270	-	-

*2012-2014 comparative data no longer available from CDE

Discipline

Da Vinci Schools use a progressive discipline model, with teachers working with students independently to solve problems before referring students to the office for consequences. If intervention on the part of the administration is needed, an administrator takes time to reflect with students on their choices. At Da Vinci Innovation Academy, the staff helps children behave in ways that are conducive to learning and building community. The essence of discipline is to understand behavior and finding effective ways to express one’s needs.

Staff

Survey Results

Comprehensive and consistent surveys for all Da Vinci sites were implemented beginning in the 2013-2014 school year, allowing us to better compare and establish baseline findings at individual sites as well as across our schools. Survey data for the 2012-2013 school year was individualized by school site, and the results were used by each site within the context of their school wide practices. Within the context of these surveys, staff was able to evaluate and comment on their beliefs about our Staff Culture, School Programs, Work Environment, and Professional Development, Leadership, and CMO and Front Office practices. As of Fall 2014, staff consistently averaged above a 4 point satisfaction rating on a 5 point scale in all categories.

Professional Development

Extensive professional development is a signature practice of Da Vinci Schools. Every Friday, Da Vinci Schools' high school staff meet from 8:00-9:15, and DVIA staff meet weekly on Wednesdays. As an entire staff, they meet to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work. Within this time, teachers also meet in grade-level meetings to discuss student work and performance, plan personalized interventions for students, and plan interdisciplinary projects and events.



The Da Vinci Schools working calendar includes 18 professional development days for high school teachers and approximately 45 days for DVIA teachers. All teachers and counselors participate in professional development during these days, which include:



- critical friends groups, featuring protocols for developing project ideas
- recognition and celebration of good work by faculty
- grade-level & job-alike meetings (collegial coaching, vertical alignment of content)
- best practices share-outs

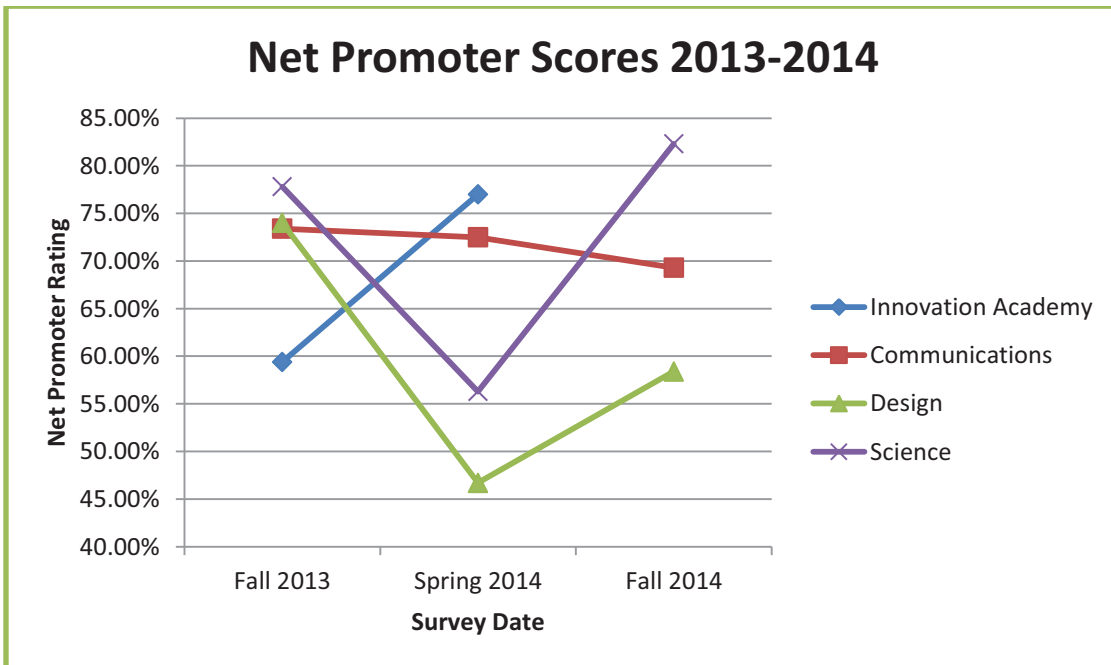
Families/Community

Net Promoter Scores

Net Promoter scores help us determine the extent to which our parents would recommend Da Vinci Schools to other parents. At the heart of these scores lies our reputation within our parent community, and our ability to benefit from word of mouth. These scores are calculated by weighing the percentage of parents who would recommend us to friends against the percentage of parents who would not. Net Promoter scores are calculated based on family bi-annual survey response results beginning in Fall 2013. For parent participation rates on these surveys, please see the Parent Survey section immediately following this one.

Da Vinci Parent Net Promoter Scores

Net Promoter Scores	Innovation Academy	Communications	Design	Science
Fall 2014	-	69.3%	58.4%	82.3%
Spring 2014	77%	72.5%	46.7%	56.3%
Fall 2013	59.4%	73.4%	74%	77.8%

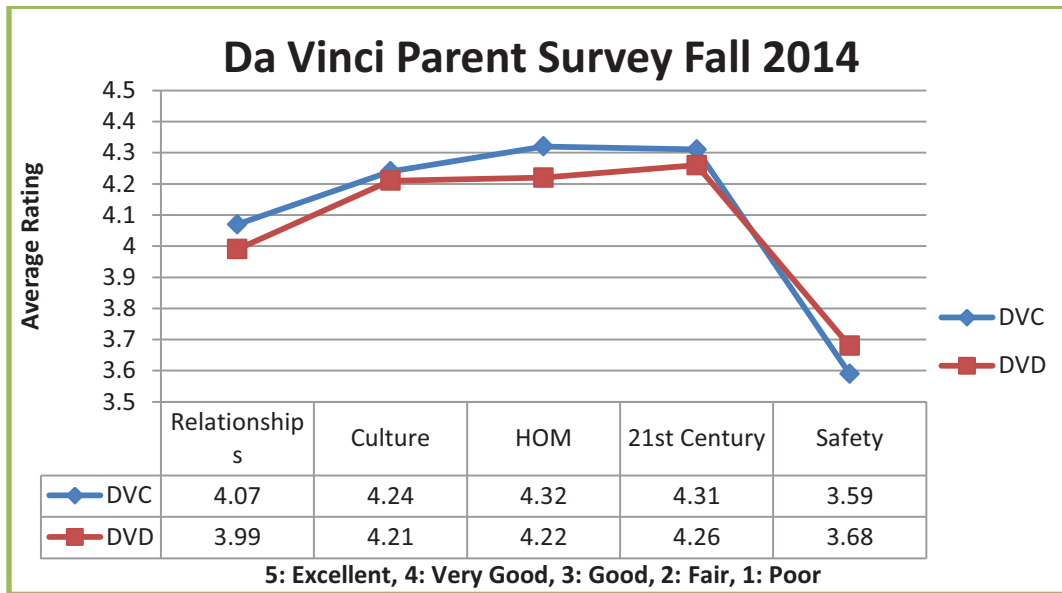


Survey Results

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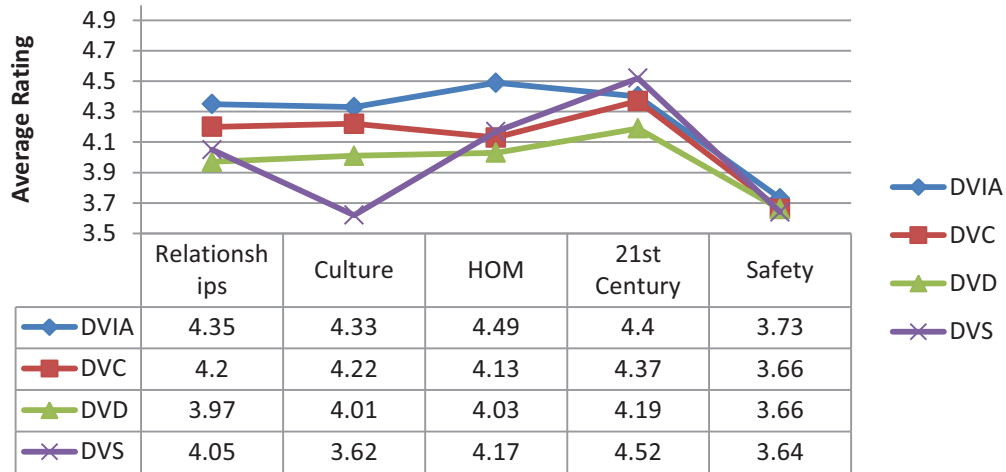
Da Vinci Parent Survey Participation Rates

Average Ratings	Innovation Academy	Communications	Design	Science
Fall 2014	-	114	113	434
Spring 2014	74	40	75	16
Fall 2013	155	60	115	329



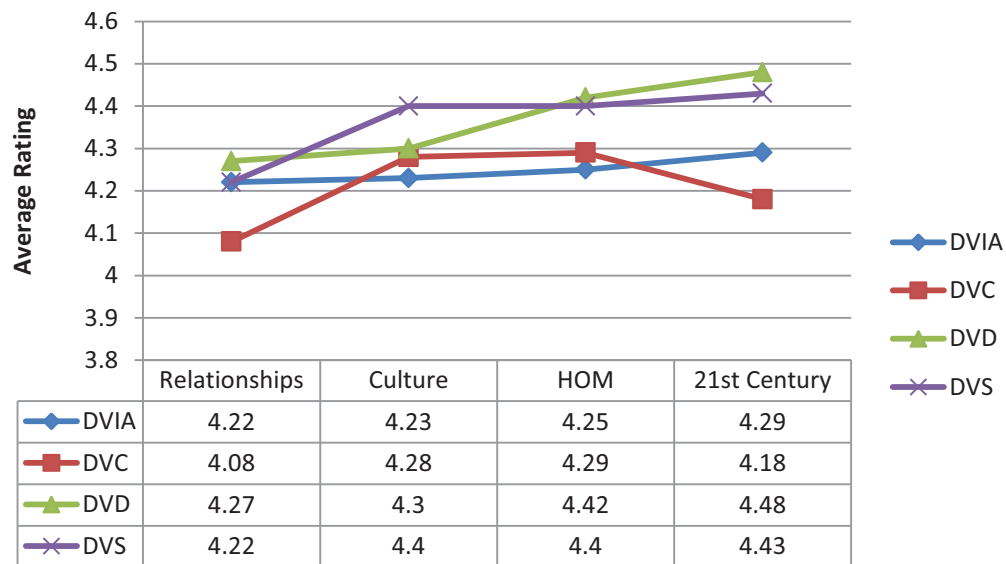
*DVIA and DVS Fall 2014 Parent Surveys not completed at time of report

Da Vinci Parent Survey Spring 2014



5: Excellent, 4: Very Good, 3: Good, 2: Fair, 1: Poor

Da Vinci Parent Survey Fall 2013



5: Excellent, 4: Very Good, 3: Good, 2: Fair, 1: Poor

*Safety was not a survey component in Fall 2013

Parent Outreach/Involvement/Education

Da Vinci Schools implement strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching and learning process. This process of engagement begins at the initial phase of parent introduction to the school and continues through acceptance and enrollment, at annual Back to School Nights, and twice yearly Exhibition Nights and student-led conferences. At all activities, and in all of our school offices, we provide translation services to accommodate our Spanish speaking population.



At Da Vinci Innovation Academy, parents are collaborative partners, serving as family educators and providing up to 60% of the student's education during the off-site learning days. Families are supported with "Jump Start" workshops and other education workshops and instructional resources designed to support homeschooling families. Past workshops have included Readers/Writers workshops, Social Emotional Learning, Cognitively Guided Development of Math Skills, Right Brain Learning, Executive Functioning Skills, among many others. To support school and family collaborative education, DVIA parents created and host a very active Parent Educator Resource Website at www.davincik8.org.

Students and families stay up-to-date on grades, curriculum, project dates and deadlines, and upcoming events through weekly or bi-weekly email blasts, monthly newsletters TeleParent, the Da Vinci Schools website, and site specific blogs. High school parents can check attendance, missing work, and current grades through PowerSchool. iTunes University and teacher Digital Portfolios allow individual teachers to disseminate class-specific information. Naviance Family Connection provides families with college and career planning tools, as well as the ability to access college application information.

Da Vinci Schools have close-knit family association groups that are dedicated to helping the schools become a place where students, teachers, and families feel a strong sense of connection in order to create a meaningful and lasting impact on the world around them.

Operations

~ Fiscal Information ~

~ Facilities ~

~ Technology ~



Chapter 5

Fiscal Information

Da Vinci Schools strive to be a fiscally responsible and sustainable organization for our current as well as future students and staff. We currently employ an independent accounting firm, Christy White Associates, to generate an annual audit of our financials. The tables below compare audit findings for the last five years.

Da Vinci Schools Supports & Revenues, 2009-2014

SUPPORT & REVENUES	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Federal and state support and revenues					
General purpose entitlement	6,972,870	6,065,021	5,099,152	3,035,979	1,984,441
Categorical block grant	-	887,379	693,333	381,825	-
Special education entitlements	-	113,073	376,985	152,828	-
Other federal revenues	260,163	16,798	148,634	150,000	750,000
Other state revenues	1,269,775	736,044	295,764	222,242	302,513
Total federal & state support & revenues	8,502,808	7,818,315	6,613,868	3,942,874	3,036,954
Local support and revenues					
Payments in lieu or property taxes	1,562,403	1,750,612	1,226,375	906,495	703,013
Grants and donations	411,096	770,473	469,803	360,300	-
Investment income, net	16,257	4,716	7,101	11,588	-
Other local revenues	253,150	630,159	393,186	83,499	327,324
Total local support and revenues	2,242,906	3,155,960	2,096,465	1,361,882	1,030,337
Total Support and Revenues	10,745,714	10,974,275	8,710,333	5,304,756	4,067,291

Da Vinci Schools Change in Net Assets, 2009-2013

Net Assets	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Change in Net Assets	(784,181)	778,343	161,335	754,098	1,202,223
Net Assets- Beginning	2,899,083	2,120,740	1,959,405	1,205,307	3,084
Net Assets- Ending	2,114,902	2,899,803	2,120,740	1,959,405	1,205,307

Da Vinci Schools Expense Overview, 2009-2013

EXPENSES	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Program services					
Da Vinci Design	-	4,224,431	3,210,949	1,313,411	1,284,039
Da Vinci Science	-	4,861,379	3,827,738	1,682,969	1,284,040
Total Program Services	10,264,091	-	-	-	-
Supporting services					
Management and general	1,141,162	762,834	909,345	1,427,909	296,989
Fundraising	124,642	347,288	600,966	126,369	-
Total Expenses	11,529,895	10,195,932	8,548,998	4,550,658	2,865,068

Facilities

In April of 2013, the Wiseburn School District closed escrow for purchase of a new high school facility in a four-story, 340,000 square foot office building located at 201 N. Douglass in the city of El Segundo. This purchase was funded through an \$87 million dollar local general obligation bond which was approved by Wiseburn voters in 2010. In April of 2014, the Wiseburn and Da Vinci boards applied for a Charter School Facilities state matching grant; in November of 2014, the State Allocation Board approved an additional \$52.7 million in state matching funds for the project. The new building provided an opportunity to build a permanent and state-of-the-art home for the Da Vinci high schools.

In consultation with the Da Vinci Board, the Wiseburn School Board entered into an agreement with Gensler Architects to re-design the building to create a high school facility specifically designed for project-based, 21st Century Learning. Working with consultant David Stephens and the architects from Gensler, Da Vinci and Wiseburn teachers, administrators, and members of the community convened in a series of meetings to determine design priorities for the new campus. With a commitment to maintaining small learning communities for students, the committee agreed to pursue a horizontal structure for each school within each floor of the new building on levels 2, 3, and 4. While each Da Vinci school will function as a small learning community within the building, there will also be common activities available to all students in the building, including music, drama, and sports teams. The ground floor will be a combination of the Wiseburn Unified School District Office, Da Vinci CMO Home Office, and other shared spaces. As part of the negotiations, an agreement was reached to build a joint-use aquatic facility in cooperation with the City of El Segundo. Current discussions are also underway at Wiseburn and Da Vinci to create a joint-use agreement for the gymnasium planned for the property. Along with a practice field, these sports facilities will be available for use by the high school CIF sports teams. The facility is on timeline to be opened in August of 2017.

Technology

Technology at Da Vinci Schools enables teachers to use the computers in our academic environment. Students currently use the computer and other technologies daily to weekly bases. Currently, students' use of computer varies between 100 percent of students using computers at least once a week, and 85% using a computer at school between 3 and 5 times a week.

All teachers use a computer daily for attendance taking and grading using PowerSchool and Illuminate, our Student Information Systems.

Students are able to use the computer network to research topics. Microsoft Office and Microsoft Live products exist to create presentations of their learning to one another, create brochures relating to topics of study, and a variety of other activities. For example, in a 10th grade humanities class students may create a short film about World War II and then create a brochure to promote their film. In other instances students could transform the research and writing they have done on a region to create websites using Word Press about a specific region or country. As part of our regular Project Based Curriculum at Da Vinci Schools, students are required to create presentations of learning at various points throughout their year. Throughout the year students might research various topic using school computers, typed up their research reports, transform them into a speech which they delivered to the entire school community along with visuals displayed on LCD projectors, and created a final culminating product that would help others learn about their topic and act on their new found knowledge. The products include movies, made use of a video editing program, full length color posters created with Photoshop, and websites that are posted on our school website using Word Press a 2.0 tool.

Students and staff, during and after school, share the technology hardware on an as-needed basis, except for those select hardware devices that are assigned to individuals. On a weekly basis, Da Vinci Schools teachers integrate the use of classroom workstations and Internet access into their lessons.

Da Vinci Schools Technology Overview, 2009-2014

# of Devices	Laptops	Netbooks	Desktops	Tablets	DV Enrollment	Ratio (device/student)
2013-2014	578	400	170	620	1345	1:1.3
2012-2013	578	400	170	620	1324	1 : .75
2011-2012	578	0	170	0	1125	1 : 1.5
2010-2011	400	0	84	0	670	1 : 1.4
2009-2010	228	0	32	0	540	1 : 2