Da Vinci Design
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Da Vinci Design
Street	201 N. Douglas Street
City, State, Zip	El Segundo, CA 90245
Phone Number	(310) 725-5800
Principal	Russell Stoll
Email Address	rstoll@davincischools.org
School Website	http://dvd.davincischools.org/
Grade Span	9-12
County-District-School (CDS) Code	19768690119636

2024-25 District Contact Information

District Name	Da Vinci Design
Phone Number	(310) 725-5800
Superintendent	Dr. Matthew Wunder
Email Address	info@davincischools.org
District Website	www.davincischools.org

2024-25 School Description and Mission Statement

Vision
A new generation of students prepared to lead, innovate, and thrive in the modern world.

Mission
Da Vinci Schools seeks to improve the quality of life for our students by cultivating a caring culture, building future-ready skills, developing meaningful partnerships, and creating impact in our work to solve complex educational problems.

- Culture: We cultivate a caring and compassionate culture that is rooted in trust, collaboration, and growth.
- Future-Ready Skills: We build future-ready skills through learn-by-doing and real-world, workforce skills.
- Partnerships: We collaborate with thought partners and share best practices beyond the Da Vinci community in our work to connect education and the workforce.
- Impact: We seek to close the opportunity and skills gaps, particularly for historically disadvantaged students.

Aspirational Values
At Da Vinci Schools, we aspire to the following values:

People First: We put people first in everything we do.
- Celebrations at staff and leadership meetings
- Overnighter for freshmen
- We honor students for who they are and give them opportunities to grow and succeed at all levels
- Teacher evaluation process provides several opportunities for self-reflection and voice (personal meetings with admin at the beginning, middle, and end of the year)
- Peer observations focus on positive feedback and encouragement.

Collaboration: Partnership is paramount.
- Grade-level team meetings/collaboration
- 20+ full days of Professional Development days each year
- Student group projects
- Interdisciplinary projects across subjects
- Collaboration with industry partners to identify skills needed for modern workplace, CTE advisory groups, etc.
- Collaboration with industry partners on project consults, Project Pitch Panels, etc.
- Leadership meetings and inquiry groups

Diversity, Equity, and Inclusion: We actively acknowledge our responsibility to eliminate systemic bias and exclusion, and engage in anti-racist and anti-ableist actions in the pursuit of educational equity for all students.
- Creating spaces in our organization for diverse voices to be heard, especially those of our students
- Strive to build responsive programming that meets the needs of all types of students
- Continuing to ensure ongoing professional development on implicit bias, diversity, equity, inclusion, and anti-racism, reaching every employee of Da Vinci Schools
- Special Education students participate in a full-inclusion
- Diverse and cohesive student body
- Project-based learning and mastery-based grading are focused on reaching all students

Possibility: We strive to build a better tomorrow.
- Alternative solutions to closing opportunity and skills gaps, including solutions for college cost, debt and completion, along with workforce development
- Research & development arm of education, then share through Institute
- Instructional models to match student and family needs
- Both students and staff get to do work that matters to them (future-oriented = voice & choice to build a better tomorrow)
- We instinctively look to solve problems, develop new responsive school models when we see an unmet need (creation of DV Connect, DVX, etc.)
- We are creative, flexible, and comfortable with change -- key components in implementing new ideas that lead to a better tomorrow

Critical Success Factors
What is most vital during the next 3-5 years to fulfill our vision and achieve our mission?

- People. Because student learning is primary and must be organized, prepared and facilitated by best-in-class faculty and staff.
- Culture. Because reimagining education requires innovation, compassion, the signature programs that make us uniquely successful, and diversity, equity, and inclusion for all.
- Growth. Because with adequate funds, and a mindset of continuous improvement and adaptability, we are able to serve and prepare more students in this rapidly changing world.
- Partnerships. Because industry and higher education partners play a vital role in providing connections to the employment pipeline and in preparing students for college, career, and life.

- Operational Excellence. Because building excellent schools and programs requires effective systems that are easy to use and accessible when needed.

Overview

Da Vinci Design is a public charter high school located in Los Angeles, California, and is part of the Da Vinci Schools network established in 2009. Da Vinci Design, along with three other Da Vinci Schools programs, are authorized by the Wiseburn Unified School District (WUSD). Currently, Da Vinci Design serves approximately 535 students each year. The Da Vinci Design campus is co-located at the 201 N. Douglas Street campus in the Wiseburn Unified School District which straddles Hawthorne and El Segundo; however, Da Vinci Schools serve students from 122 zip codes across L.A. County. Da Vinci Design subscribes to the community school model and offers a real world, project-based curriculum with a design focus. All Da Vinci students take University of California (UC)/California State University (CSU) approved college-prep courses. Signature practices like Project Based Learning, Mastery Based Grading, and Universal Design for Learning personalize the student experience while providing a four-year education that is both broad in exposure and rich in content. These core practices, developing in partnership with local industry leaders and institutions, prepare students to be college-ready and career-ready. These industry experts help students master the real-world knowledge and skills beyond what appears in the Common Core education standards. Da Vinci Design was founded as a member of the Coalition of Essential Schools, is a member of Schools That Can, and is a certified charter school of the California Charter Schools Association. In addition to receiving Title 1 funding, Da Vinci Design is a member of several foundation portfolios including: Charter School Growth Fund, Silicon Valley Schools, NewSchools, Strong Workforce Program, Golden State Pathways, and the Schwab Foundation.

Students enrolled in Da Vinci Design are preparing for college and 21st century careers in architecture, product design, experiential design and other jobs that call for skills in art, design, entrepreneurship, science and technology. Student Learner Outcomes include Da Vinci Design's Essential Skills and Knowledge for each course as well as Da Vinci Design's Habits of Mind: Accountability, Quality and Collaboration. Da Vinci Design has partnerships with many local design leaders, including 72andSunny, Gensler, UCLA Extension, Mattel, Belkin International, Karten Design, Movement Strategies, Tree People, Arts Bridging the Gap, the XPrize Foundation, the Western Museum of Flight, and Harbor Freight Tools. These partners offer project support, job shadowing opportunities, internships, and mentoring to help students master the real-world skills and knowledge that do not appear in the state and federal content standards. Students enrolled in Da Vinci Design have many opportunities to explore design beyond their core classes. Seminar classes have included Illustration, Product Design, Toy Design, Vehicle Design, Photography, Web Programming, Game Design, Murals, Fibers, Computer Modeling & Design, and many more.

Students at Da Vinci Design have access to high-quality career technical education (CTE) pathways that prepare them for high-skill, high-demand jobs. They can choose from four career pathways: Architecture, Graphic Design, Entrepreneurship, and Fine Arts (newly added in Fall 2024). These pathways provide opportunities for students, including those historically underrepresented in STEAM, to explore fields of interest, participate in rigorous dual enrollment courses, and engage in off-campus work-based learning. Every student is enrolled in a pathway, with classes meeting approximately 250 minutes per week in CTE labs equipped with industry-standard tools. Students also hone their art and design skills at various exhibitions on campus and off-campus, including the annual Senior Showcase. Student progress is measured and assessed through traditional tests and quizzes, public presentations of learning, exhibitions, and digital portfolios. Da Vinci Design engages students in a rigorous and relevant college preparatory curriculum that uses a hands-on, project-based approach to give lessons real world context and meaning. Students learn not only academic content but also vital 21st century skills – including creativity, innovation, collaboration, problem solving and communication – to become the next generation of artists, designers, thinkers and business leaders. Da Vinci Design is a learning community that challenges and empowers students to be empathetic, collaborative, and critical thinkers.

Major Achievements

- 98% of Da Vinci Design graduates (2013-2020) have completed the necessary coursework for admission to a 4-year university; 72% of all DVD graduates have been accepted to 4-year colleges or universities.
- Da Vinci Design graduates have been accepted to every UC and CSU university, and many other prestigious universities across the nation including Dartmouth, USC, Boston University, Mills College, Rhode Island School of Design (RISD) Otis College of Art & Design, Pitzer College, and many more.
- In 2014, two Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Syracuse University and Kalamazoo College.
- In 2015, three Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Hobart & William Smith College and Bucknell University.
- In 2018, two Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Kalamazoo College.
- In 2019, three Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Dickinson College, Hobart & William Smith College.

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- In 2020, one Da Vinci Design student was named a POSSE Scholar and received a four-year, full-tuition scholarship to Hobart & William Smith College & Tulane University.
- Between 2015-2019, twelve (14) Da Vinci Design students were been named Kayne Scholars, receiving full-tuition scholarships to University of California (UC) schools.
- Since 2014, on average 20-30 Da Vinci Design students participate yearly in the Riordan Scholars Saturday Business Institute, a mentoring program that pairs MBA students from the UCLA Anderson School of Business with 10th, 11th and 12th graders to discuss their academic, career and personal goals. Some of them also compete at the Annual Riordan Scholars Stock Market Competition; one year, in 2015, a Da Vinci Design student was on the team that captured top honors.
- Da Vinci Design was named among an elite group of Schools That Can.
- Da Vinci Design worked closely with industry partners, Karten Design and the XPrize Foundation, to design projects that would bring real world learning and expertise into the classroom. The collaborations were featured in two articles in Fast Company's blog, "What Happens When High School Students Take a Stab at the Tricorder X Prize?" and "4 Things That Ninth Graders Can Teach You About Risk-Taking Design."
- Da Vinci Design was one of 50 semi-finalists in the 2012 Vans Custom Culture Shoe Design Competition, a national contest that attracted a pool of over 400 entrants from all 50 states.
- Da Vinci Design was the winner of the 2019 Adidas X School Walls Art Tournament.
- Da Vinci Design had a 95% average daily attendance rate during 2015-2016 and increased to 96% for the 2016-17 and 2017-18 school years.
- In 2019, Da Vinci Design was reaccredited by the Western Association of Schools & Colleges for six years, the longest accreditation term granted by WASC.
- In May 2024, Da Vinci Design was recognized by California Charter School Association as 1 in 10 "excellent charter schools in California whose focus on college and career preparation has achieved incredible results for students" in their annual CCSA Portrait of the Movement report.
- Da Vinci Design received a full 5-year charter renewal status (through 2031) from Wiseburn Unified School District in November 2024.
- In the 2024-2025 school year, Da Vinci Design is conducting two collaborative research projects with school partners. One research project is in partnership with University of California, Los Angeles (UCLA) about how schools inform students' social and academic development. The other research project is in partnership with America Succeeds, a non-profit educational advocacy group, which selected Da Vinci Design as a partner school in its efforts to understand how educational institutions teach students "durable skills".

Focus for Improvement
Da Vinci Design has prioritized areas for growth as follows:
- Enhance data collection to identify students at risk of not meeting A-G requirements and provide targeted interventions.
- Increase achievement in math for all students, including for students with IEPs and students in other low-performing subgroups.
- Implement targeted ELA interventions using MTSS to address student needs, including students designated ELL.
- Develop equitable, sustainable and rigorous honors offerings available to all students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	131
Grade 10	129
Grade 11	133
Grade 12	133
Total Enrollment	526

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.2
Non-Binary	0.6
Asian	1.7
Black or African American	15.2
Filipino	1.7
Hispanic or Latino	65.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.9
White	8
English Learners	4.9
Foster Youth	0.4
Homeless	0.2
Socioeconomically Disadvantaged	54.6
Students with Disabilities	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.20	78.62	165.70	90.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.89	1.00	0.54	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	11.23	5.20	2.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.89	6.40	3.49	12115.80	4.41
Unknown/Incomplete/NA	0.60	2.33	5.00	2.76	18854.30	6.86
Total Teaching Positions	25.70	100.00	183.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.30	85.95	177.00	88.22	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	9.28	12.70	6.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.96	4.30	2.15	11953.10	4.28
Unknown/Incomplete/NA	0.90	3.77	6.50	3.25	15831.90	5.67
Total Teaching Positions	25.90	100.00	200.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	79.39	184.80	89.37	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	14.09	11.90	5.76	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.47	4.80	2.33	11746.90	4.23
Unknown/Incomplete/NA	1.30	5.01	5.20	2.53	14303.80	5.15
Total Teaching Positions	27.10	100.00	206.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.90	2.40	3.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.90	2.40	3.8

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.00	0.20	0.4
Total Out-of-Field Teachers	1.00	0.20	0.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.70	10	11.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Da Vinci Schools use primarily online teaching materials and primary and secondary texts for our courses. We do not utilize textbooks, and do not have a textbook adoption list. The math courses at Da Vinci Design use CPM (College Preparatory Mathematics) curriculum and students have access to online resources and assignments.

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

| Playground/School Grounds, Windows/ Doors/Gates/Fences | | | |

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	52	66	62	46	47
Mathematics (grades 3-8 and 11)	25	21	46	45	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	131	98.50	1.50	51.91
Female	70	69	98.57	1.43	59.42
Male	63	62	98.41	1.59	43.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98	1.02	51.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.39	1.61	42.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	131	98.50	1.50	20.61
Female	70	68	97.14	2.86	20.59
Male	63	63	100.00	0.00	20.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	17.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	62	62	100.00	0.00	14.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.30	20.40	49.91	46.26	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	251	95.80	4.20	20.40
Female	134	128	95.52	4.48	21.26
Male	128	123	96.09	3.91	19.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	35	97.22	2.78	22.86
Filipino	--	--	--	--	--
Hispanic or Latino	179	171	95.53	4.47	14.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	25.00
White	18	17	94.44	5.56	47.06
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	138	95.83	4.17	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	3.85

2023-24 Career Technical Education Programs

Students have numerous opportunities to explore career options and prepare for the workforce via high quality career technical education (CTE) pathways that prepare students for high-skill, high-demand jobs.

Da Vinci Design students have three career pathways from which to choose: Architecture, Graphic Design, and Entrepreneurship. CTE programs offer students, especially groups historically underrepresented in STEM, the chance to explore different fields, participate in rigorous dual enrollment courses, off-campus work-based learning, and more. Every student is enrolled in a career pathway. These courses meet approximately 250 minutes per week in CTE labs and classrooms with equipment and tools that meet industry standards.

Da Vinci Schools offers students a real world, project based curriculum that brings industry expertise into the classroom. Local industry professionals work directly with Da Vinci Design students and teachers providing project planning support, mentoring, guest lecturing, co-teaching, hosting field trips, and more. Students gain additional work experience through required service learning projects in the community as well as leadership and advocacy opportunities both on and off campus. Da Vinci Schools established the Real World Learning program to bridge the gap between the classroom and the workplace. Students have completed work assignments with local business and internship partners, including Northrop Grumman, Belkin International, SpaceX, Gensler, Boeing, Kerlan-Jobe Orthopedic Clinic, and more. Our high school offers courses intended to help students prepare for the world of work. These CTE courses, formerly known as vocational education, are open to all students.

2023-24 Career Technical Education Programs

The Real World Learning program is an opportunity provided to all Da Vinci Schools students at the high school level. This is the "hands-on" component of our cornerstone college preparation and career exploration curriculum. Working with professional partners, Da Vinci students gain an understanding of the essential skills and work habits necessary for success. The goal of the Real World Learning program is to bridge the gap between the classroom and the workplace.

There are many ways in which our Community Partners participate with our schools:

- Advisory Board Members: Each of our CTE pathways has an Advisory Board comprised of a group of individuals whose experience and abilities represent a cross section of the businesses and industries that pertain to the CTE industry sector. These individuals help to define the knowledge and skill sets students need to know to be successful in the workplace. The professional partners also help to design the CTE program, advise on workforce needs and new and emerging occupations, identify additional resources to enrich the real world curriculum, and more. For more information about our CTE Advisory Board, please contact Crissel Rodriguez at crodriguez@davincischools.org.

- Guest Speakers: In order to add real world learning to the curriculum, Da Vinci Schools invite professionals to make classroom presentations.

- Career Days: Organizations participate in a career fair at Da Vinci that familiarizes students with potential careers and future employers.

- Project Pitch Panels: Prior to the start of each semester, teachers present their upcoming projects ideas in interdisciplinary teams to a panel of industry professionals. Industry professionals provide feedback, real world connections, and resources.

- Offsite Teacher Professional Development at Host Organizations: Industry partners host teachers at their workplace for a professional development day to infuse career skills into projects. Host organizations may speak to teachers about gaps they see in candidates, project workflow, and growing industries.

- Field Trips: A group of students visits an organization's workplace to see individuals in various jobs and the coordination between functions.

- Work Experience Program: A student works unpaid in an organization to learn on-the-job skills and to provide the organization with free help. The assignment is usually two afternoons a week for eight to ten weeks.

- Project Consults: An organization submits a project, such as a marketing campaign geared toward youth, that students complete in a Da Vinci class or seminar, using conference calls and Google folders to receive the organization's feedback.

- Internship: Da Vinci students welcome the opportunity to apply for internships, which allow more intense workplace learning experiences.

- Other Workplace Opportunities: At the suggestion of an organization, Da Vinci designs a program tailored to fit the organization's need.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	251
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	95.35

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	`--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	86%	86%	86%	86%	86%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are invited and encouraged to attend family meetings each year of their child's attendance at Da Vinci. In 9th grade, prior to starting, students attend a Freshman Family Meeting to receive orientation information and other general info from the administrators in small groups. There is also a 9th grade family meeting offered with the counselors. In 10th and 11th grades, families attend a College Family Meeting with their respective counselor in small groups, and in both 11th and 12th grade, attend an individual session with their students' counselor.

Parents also have the opportunity to join our parent advisory committee meetings and Design Advisory Board meetings. Site administrators host monthly information meetings for families to attend as well where families can have direct conversation and interaction with Principal, Assistant Principal and Dean of Student Success and Culture. These meetings all took place virtually via Zoom this year.

Volunteers are at the heart of everything we do at Da Vinci Schools, and help make many special things happen. Throughout the year, there are numerous opportunities to volunteer and make a difference! Parents/Families are able to volunteer time and resources during school events, school dances, student club events, teacher appreciation efforts, and more. Parents are also invited to participate in hiring symposiums for hiring key positions on campus, and parent feedback plays a crucial role in determining which candidates are the best fit for Da Vinci Design.

Parent Event Attendance
While there are no family volunteer hour requirements, there are expected school events that we count on parents to be a part of, including Back to School Night, Exhibition nights, student-led conferences, and Family Association meetings. At least one family member over the age of 18 is expected to attend the following school events:

Back to School Night
Fall Exhibition
Fall Student-Led Conference
Spring Exhibition
Spring Student-Led Conference

And, at least one family member over the age of 18 is encouraged to support Da Vinci Schools by completing a minimum of 5 of the options below.

Attend a Family Association meeting
Help with Awards Ceremonies/Dinners
Volunteer at Registration Day
Volunteer at Counselor-run college information nights
Assist with the Annual Giving Campaign
Chaperone a field trip
Assist with a student club or club event
Write a thank you email to a teacher
Take your child on an educational field trip
Take your child to see a college or university with an official admissions tour
Help make teacher appreciation baskets
Attend a College Night
Help with a school dance
Volunteer at a student exhibition event
Volunteer at a visual and performing arts event
Help a teacher with a specific project
Translate documents into other languages
Help with school beautification efforts
Watch Portfolio Defenses (POLs)

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.2	0.8	0.0	1.6	0.9	0.4	7.8	8.2	8.9
Graduation Rate	97.1	99.2	98.5	93.7	96.6	95.3	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	131	129	98.5
Female	64	63	98.4
Male	67	66	98.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	21	21	100.0
Filipino	--	--	--
Hispanic or Latino	81	80	98.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	11	10	90.9
English Learners	11	11	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	89	87	97.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	17	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	528	112	21.2
Female	268	263	63	24.0
Male	265	262	49	18.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	83	80	11	13.8
Filipino	--	--	--	--
Hispanic or Latino	351	349	75	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	5	19.2
White	44	41	11	26.8
English Learners	31	31	10	32.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	299	295	83	28.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	66	19	28.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.51	3.45	1.87	1.41	1.58	1.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.18	0	0	0.1	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.87	0.00
Female	1.49	0.00
Male	2.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.20	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.27	0.00
English Learners	9.68	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.80	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Emergency Procedures
Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, lockdown and earthquake drills that happen at regular times during the school year. All alarms are

2024-25 School Safety Plan

treated as real. In the event of an alarm, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. In the case of a major emergency (such as a significant earthquake or fire), parents and guardians and other family members should contact the main office or go to the school's blog/website for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for. During the 2017-2020 years, our DVD staff and stakeholders completed and approved a comprehensive safe schools plan according to ed code, and in conjunction with local law enforcement and emergency personnel. The Comprehensive School Safety Plan is reviewed on on a yearly basis, most recently in January 2025, by the Parent Advisory Committee. The CSSP is then approved by the Da Vinci Schools Board of Trustees.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	6	11	9
Mathematics	21	11	12	5
Science	27	3	4	8
Social Science	27	5	8	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	1	6	15
Mathematics	29	5	8	8
Science	34		4	8
Social Science	32	1	5	11

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	12	8
Mathematics	23	8	14	4
Science	24	3	4	4
Social Science	25	5	11	6

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	263

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17872	1849	16023	87822
District	N/A	N/A	N/A	$96,712
Percent Difference - School Site and District	N/A	N/A	N/A	-9.6
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	39.2	0.2

Fiscal Year 2023-24 Types of Services Funded

In 2023-24, Da Vinci Schools provided services that supported the educational objectives of providing an excellent education through specialized programs for career technical and college readiness programs, including extensive professional development and experiential learning opportunities (e.g. project based learning) in a small classroom environment. For those students that showed need, additional resources were utilized for additional services such as tutoring, summer school, independent study, coaching, etc.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,812	$54,930
Mid-Range Teacher Salary	$95,232	$85,386
Highest Teacher Salary	$114,674	$111,172
Average Principal Salary (Elementary)	$132,933	$136,564
Average Principal Salary (Middle)	$142,903	$141,339
Average Principal Salary (High)	$0	$153,241
Superintendent Salary	$301,105	$224,537
Percent of Budget for Teacher Salaries	33%	29%
Percent of Budget for Administrative Salaries	7%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Extensive professional development is a signature practice of Da Vinci Schools. Da Vinci Schools devote substantial time and resources to staff development and collaborative planning. Every Friday, Da Vinci Design staff meet from 8:00-9:15am to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance. Within this time, teachers also hold grade-level meetings to plan interdisciplinary projects and events, i.e. student-led conferences, exhibitions, and portfolio defenses (POLs), as well as to conduct job-alike meetings (collegial coaching, peer observations, vertical alignment of content, inquiry cycles, etc.). Professional Development time also is used to develop Expected Schoolwide Learning Results / Schoolwide Learner Outcomes, Habits of Mind, the Design Process, and 21st century skills. Grade-level teams meet additionally every Tuesday morning to ensure constant communication and unity that will ultimately benefit students, especially in focusing services and present levels of performance for students with formal accommodations (IEPs/504s).

Professional development needs are driven by staff, parent and student survey feedback as well as conversations with staff around what they would like to engage in. Major initiatives in the past three years include Project Based Learning (PBL), College and Career Readiness, Inclusion, Universal Design for Learning (UDL), Restorative Justice, Culturally Responsive Pedagogy & Curriculum, Proactive Student Interventions, MTSS / Tier 2 Intervention programs, Peer Observations and Instructional Rounds, WASC Self-Study, vertical alignment and industry partner involvement in interdisciplinary projects. In addition, there are staff readings each year that become a common thread we continually revisit throughout the year. Staff members who attend conferences and workshops are expected to run a professional development activity upon return, which allows them to be part of the delivery of PD and increase internal capacity. In the 2023-2024 school year, Da Vinci Design launched Practice Area Leaders; teacher-leaders in four signature practice domains (namely PBL, UDL, Real World Learning and Mastery Based Grading) co-plan year long PD initiatives with admin and lead PD sessions throughout the year. PD planning is also done in consultation with the DVD Cohesion Team which is a representative body of teachers, counselors, and front office admin personnel.

New Da Vinci high school teachers receive approximately 20 days of paid professional development (new hires receive an additional three days of PD) plus a daily hour-and-a-half planning period for collaborative planning to ensure that every student who graduates from Da Vinci Schools is college-ready, career-prepared, and community-minded.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	23