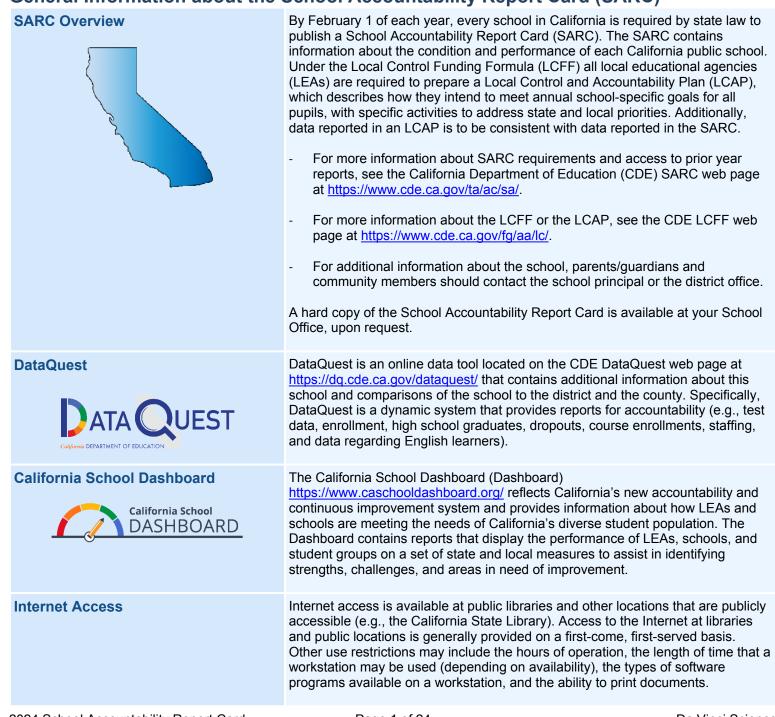# Da Vinci Science
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 Science
Street	201 N. Douglas Street
City, State, Zip	El Segundo, CA 90245
Phone Number	(310) 725-5800
Principal	Grace Long
Email Address	glong@davincischools.org
School Website	dvs.davincischools.org
Grade Span	9-12
County-District-School (CDS) Code	19768690119016

2024-25 District Contact Information

District Name	Da Vinci Science High School
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
- Teambuilding days for every grade level
- 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
- Number of Professional Development days/year
- Student group projects
- Interdisciplinary projects across subjects
- Collaboration with industry partners to identify skills needed for the modern workplace, CTE advisory groups, etc.
- Collaboration with industry partners on project consultations, 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
- SPED students integrated as much as possible
- Diverse but cohesive student body
- Multiple Tiered Systems of Support teams for student support
- 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, and 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 Science High School's mission is to provide our students a rigorous, relevant, and hands-on college preparatory education which emphasizes science & engineering in a safe and supportive school family. Our vision is that Da Vinci Science High School will be recognized by colleges, local industry, and the Wiseburn community as a top engineering high school in California, where students master the content of all disciplines. Da Vinci Science students take a rigorous, college preparatory curriculum that is integrated with hands-on, real-world learning and career pathway classes that focus on the knowledge and skill sets needed for 21st century jobs. Through hands-on, interdisciplinary projects, students are challenged to think like scientists, engineers, architects, designers, and programmers and to solve real-world problems through a process of inquiry, teamwork and design. Examples of recent projects can be found in the DVS Project Books, compilations of projects by teachers. Student progress is measured and assessed through traditional assessments as well as public presentations of learning and exhibitions. All teachers use Mastery-Based Grading based on identified essential skills and a common gradebook architecture. In 2013, Da Vinci Science was certified as a Project Lead the Way (PLTW) school. PLTW is the leading provider of rigorous and innovative STEM curricula used in middle and high schools across the U.S. In a recent Huffington Post article, Dr. Vince Bertram, the president and CEO of PLTW, called Da Vinci Science "a global model for STEM education."

Da Vinci Science has formed extensive partnerships with local companies, universities and nonprofits, including Northrop Grumman, Boeing, Chevron, Raytheon, SpaceX, Project Lead The Way, El Camino College, Cal Poly San Luis Obispo, and others. These STEM professionals provide mentoring, internships, project support, work experience opportunities, and software training, as well as help us identify the real-world knowledge and skill sets that students need to know that do not appear in the Common Core State Standards. DVS students also have the opportunity to enroll in Early College/Dual Enrollment classes that count for both high school and college credit through El Camino College. Our community partners play a vital role by helping to align our projects to industry expertise and standards. Success in the 21st century requires new skill sets and a different approach to learning. All of us in the Da Vinci community -- students, families, staff, board members, community partners and supporters -- are committed to ensuring that every Da Vinci student graduates with the knowledge, skills, confidence and compassion needed for success in college and the global workforce.

About Us

The Da Vinci Schools opened in August 2009 as independently governed and operated public charter high schools serving the Wiseburn community and children from 45+ zip codes. Da Vinci Schools are a nonprofit independently governed Local Education Agency authorized by the Wiseburn Unified School District and approved by the California Department of Education. Da Vinci Schools and the Wiseburn Unified 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.

Da Vinci Science is a small, public charter high school in Los Angeles authorized by the Wiseburn Unified School District and accredited by the Western Association of Schools and Colleges (WASC). DVS offers a real-world, project-based curriculum with an engineering focus through the national Project Lead the Way program. All DVS students take University of California (UC)/California State University (CSU) approved college-prep courses. Project Lead the Way curricula, Project Based Learning, Mastery-Based Grading, and personalization of student experience give students a four-year learning experience that is both broad and in-depth. These strengths translate into college-ready students. Ninety-eight percent of the class of 2022 successfully completed their "a-g" requirements for admission to a UC or CSU school; 100% of graduates were accepted to college; and 84% were accepted to a four-year college or university.

Serving diverse students from 80 zip codes across Los Angeles County, Da Vinci Science is located in the heart of aerospace country. Several major STEM (Science, Technology, Engineering and Math)-focused companies such as Northrop Grumman, Raytheon, Boeing, Chevron, and The Aerospace Corp are located within blocks of Da Vinci Science. Da Vinci Science capitalizes on this opportunity by having engineers and scientists work directly with students and teachers. These industry experts help students master the real-world knowledge and skills that do not appear in the Common Core education standards. Da Vinci Science is a member of the Coalition of Essential Schools and is a certified charter school of the California Charter Schools Association. In 2010, Da Vinci Schools received full accreditation by the Western Association of Schools & Colleges (WASC). In 2013, Da Vinci Design and Da Vinci Science were reaccredited by WASC for 6 years, the longest accreditation term the organization grants to any institution.

Major Achievements

2024-25 School Description and Mission Statement

- Da Vinci Science is called a "global model for STEM education" in a Huffington Post article penned by Dr. Vince Bertram, the president and CEO of Project Lead The Way.
- Three Da Vinci Science 9th graders captured 2nd place in the 2014 Chevron Design Challenge state finals coming within one point of the first place team. The freshmen trio of young women won the Chevron Design Challenge regional competition, beating out 16 teams from Southern California, many of whom were juniors and seniors
- Da Vinci Science graduates have been accepted to every UC and CSU university, as well as Yale University, MIT, Stanford University, Columbia University, University of Pennsylvania, Princeton University, Purdue University, Carnegie Mellon University, Johns Hopkins University, and many more.
- One Da Vinci Science student in 2014, and three in 2013, were named Gates Millennium Scholars, a nationally competitive and elite scholarship program that provides full financial support for undergraduate and graduate school programs for 10 years.
- In 2014, Da Vinci Science was invited by Los Angeles Unified School District to serve as a best practice demonstration site for establishing a regional real-world learning model as part of a $15 million Career Pathways Grant from the state's Department of Education for programs linking learning and career and technical education.
- In 2019, Da Vinci Science FIRST Robotics Team 4201, won the World Championship Competition. In 2020, Da Vinci Science FIRST Robotics Team 4201, the "Vitruvian Bots," was ranked first and won the Los Angeles Regional Competition. In addition, Da Vinci won the Autonomous Award and the Engineering Inspiration Award.
- Da Vinci Science was named among an elite group of Schools That Can.
- In 2019, Da Vinci Science was re-accredited by the Western Association of Schools & Colleges for six years, the longest accreditation term granted by WASC.
- Class of 2023 graduates are college-ready and career prepared with 97.8% of graduating seniors having met UC and CSU "A-G" course requirements for admission and 87% of whom received four-year university offers.
- In 2024, Da Vinci Science was recognized as a California Distinguished School by the State Superintendent

Focus for Improvement
Da Vinci Science has prioritized areas for growth as follows:
- Develop & implement a systematic approach for supporting struggling students.
- Increase the use of student performance data to refine course curriculum and teaching strategies.
- Grow the culture of advisory and strengthen the involvement of parents.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	134
Grade 10	140
Grade 11	130
Grade 12	142
Total Enrollment	546

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.1
Non-Binary	0.5
American Indian or Alaska Native	0.2
Asian	7.5
Black or African American	9.2
Filipino	2
Hispanic or Latino	57.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.2
White	13.9
English Learners	0.5
Homeless	0.2
Socioeconomically Disadvantaged	35.3
Students with Disabilities	6.2

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)	24.10	98.37	165.70	90.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.54	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.20	2.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.63	6.40	3.49	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	5.00	2.76	18854.30	6.86
Total Teaching Positions	24.50	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)	25.20	93.31	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)	1.20	4.44	12.70	6.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.30	2.15	11953.10	4.28
Unknown/Incomplete/NA	0.60	2.26	6.50	3.25	15831.90	5.67
Total Teaching Positions	27.00	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)	25.30	95.33	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)	1.20	4.63	11.90	5.76	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.80	2.33	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	5.20	2.53	14303.80	5.15
Total Teaching Positions	26.50	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	0.00	1.20	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.20	1.2

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	0.40	0.00	0
Total Out-of-Field Teachers	0.40	0.00	0

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)	0.00	4.5	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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.

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: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	91	81	66	62	46	47
Mathematics (grades 3-8 and 11)	55	48	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	129	128	99.22	0.78	81.25
Female	57	57	100.00	0.00	80.70
Male	71	70	98.59	1.41	81.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	65.00
Filipino	--	--	--	--	--
Hispanic or Latino	75	75	100.00	0.00	78.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	100.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	76.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	129	128	99.22	0.78	48.44
Female	57	57	100.00	0.00	36.84
Male	71	70	98.59	1.41	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	35.00
Filipino	--	--	--	--	--
Hispanic or Latino	75	75	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	100.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	65.36	58.74	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	273	269	98.53	1.47	58.74
Female	130	129	99.23	0.77	53.49
Male	141	138	97.87	2.13	63.04
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	68.18
Black or African American	32	32	100.00	0.00	43.75
Filipino	--	--	--	--	--
Hispanic or Latino	147	145	98.64	1.36	52.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	69.23
White	41	39	95.12	4.88	79.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97	1.03	46.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	42.11

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 Science students have three career pathways from which to choose: Mechanical Engineering, Civil Engineering, and Patient Care (Biomedical). 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 engineers and scientists work directly with Da Vinci Science 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. 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.

- 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	288
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.5
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	98.6

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	98%	98%	98%	98%	98%

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

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 School Site Council meetings. Parents are also involved through their child's advisory teacher, supporting the activities of their child's advisory class. During regular instruction, at least one family member over the age of 18 is encouraged to attend the following school events:

Back to School Night
Fall Student-Led Conference
Exhibition Night
Spring Student-Led Conference
Parent Office Hours

In addition, parents of students in each grade level are expected to attend a College Planning Meeting once per semester with their child. These meetings are led by the college counselors. The purpose of these meetings is to involve parents in the four-

2024-25 Opportunities for Parental Involvement

year journey of preparing for and selecting the college that is the best fit for each student.

Parents and students participate in the DVS Parent Advisory Committee, the DVS Parent Advisory Council, and the DVS Student Cohesion team. Parents and students are invited to attend monthly "DVS Family Coffee" with the site administrators, parents, students, staff members, and professionals as guest speakers.

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	0.7	0.7	0.0	1.6	0.9	0.4	7.8	8.2	8.9
Graduation Rate	99.3	99.3	99.3	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	143	142	99.3
Female	73	72	98.6
Male	69	69	100.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	15	15	100.0
Black or African American	12	12	100.0
Filipino	0	0	0.00
Hispanic or Latino	72	71	98.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	27	27	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	58	57	98.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	14	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	549	547	75	13.7
Female	264	263	44	16.7
Male	282	281	30	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	3	7.3
Black or African American	50	50	3	6.0
Filipino	11	11	1	9.1
Hispanic or Latino	313	312	53	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	1	2.9
White	77	77	11	14.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	198	197	31	15.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	35	7	20.0

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.

C. Engagement	State Priority: School Climate

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
1.23	0.89	1.64	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	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	1.64	0.00
Female	0.76	0.00
Male	2.48	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	2.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.30	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.71	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

In 2024, DVS staff and stakeholders updated, completed, and approved a comprehensive safe schools plan according to the ed code and in conjunction with local law enforcement and emergency personnel. The plan was updated and reviewed by the Parent Advisory Committee on 1/19/24.

2024-25 School Safety Plan

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 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 www.davincischools.org for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.
Lockdown drills are conducted with the assistance of local law enforcement agencies, who initiate and simulate the critical incident situation, and who return the same week to debrief the experience with the students and staff.
During the COVID pandemic, the DVS staff received regular training and updates from the organization's nurse and facilities directors, which included strict protocols for visiting campus, contact tracing, and other means of ensuring the safety and health of staff and students.

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	28	4	2	14
Mathematics	23	9	8	8
Science	31	3	4	17
Social Science	27	4	2	10

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	4	12
Mathematics	31	4	3	12
Science	34		5	16
Social Science	35		3	9

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	31	2	4	12
Mathematics	29	5	7	12
Science	32	1	5	12
Social Science	32	1	2	10

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	182

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	16759	1792	14967	93502
District	N/A	N/A	N/A	$96,712
Percent Difference - School Site and District	N/A	N/A	N/A	-3.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	32.6	6.5

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 staff meet from 7:45-8:45am to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance data. Within this time, teachers also hold in grade-level meetings to plan interdisciplinary projects and events, i.e. student-led conferences, exhibitions, and portfolio defenses, and to conduct job-alike meetings (collegial coaching, vertical alignment of content). Professional Development time also is used to develop Expected Schoolwide Learning Results (Habits of Excellence and 21st century skills).

New Da Vinci high school teachers receive 22 days of paid professional development (continuing teachers receive 22 days) plus 5 1/2 hours per week and 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. These professional development days include professional partnerships from external agencies, visits to similar schools to gather best practices, staff reflection and collaboration, as well as training in supporting students with IEPs and 504 plans, English Language Learners, and Diversity, Inclusion, and Equity practices.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	22