Da Vinci Innovation Academy

13500 Aviation Blvd. • Hawthorne, CA 90250 • (310) 725-5800 • Grades K-8
Michelle Rainey, Principal
mrainey@davincischools.org
www.davincischools.org

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Mission

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

Vision

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

Philosophy

Da Vinci Schools were founded on the principle that all students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded. We believe that the Three R's of education -- rigor, relevance and relationships -- are essential to student success. Research shows when learning is challenging, hands-on, interesting, personalized, and incorporates the technology that students use in their daily lives, students are more motivated, have higher attendance rates, are more likely to retain the knowledge, and graduate and attend college in higher numbers. Our schools combine a project-based, college preparatory curriculum with real-world active learning, internships, and early college classes ensuring that students acquire the 21st century skills needed for today's workplace. Da Vinci students "learn by doing" -- a philosophy we call "edu-creation" or education you create -- through hands-on, interdisciplinary projects that address real-world problems and challenges, transforming students from passive receivers of information into enthusiastic learners, thinkers and problem-solvers who assume greater responsibility for their learning. Students work cooperatively in technology-rich classrooms where they are encouraged to ask questions, explore, investigate, collaborate, manage resources, strategize, solve problems, and decide how they will achieve their goals. Standardized testing is one tool in our overall assessment and accountability system at Da Vinci Schools, but we do not "teach to the test" or follow the old factory-model of education where teachers lecture at the front of the class and students memorize facts that are quickly forgotten. We think that we can be more effective educators if we disrupt the assembly line approach to education by finding students' unique gifts and interests and cultivating them so students can change their world. Our teachers are curriculum leaders who have autonomy to design rigorous and innovative projects exceeding the Common Core Standards while being tailored to the individual learner and his or her interests. 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.

Overview

Da Vinci Innovation Academy is a public charter school serving K-8 students in the South Bay of Los Angeles and neighboring communities. The Da Vinci Innovation Academy offers families a new approach to K-8 education combining school-site instruction with home-based learning. The Da Vinci Innovation Academy partners with families to provide a unique learning model where students can discover their passions and talents in a flexible and personalized learning environment.

The Model

2 Full Days (Grades K-8) - 2 days of project-based learning at school. Three days of family facilitated off-site learning. Students attend school on either Mondays AND Thursdays OR Tuesdays AND Fridays with optional Enrichment classes on Wednesdays. At-school learning is project-based. At-home learning (also called family facilitated off-site learning) focuses on English Language Arts, Math and Extracurricular activities. Families are the primary educators on non-classroom days.

Da Vinci Innovation Academy also offer a full independent study option.

Why Homeschool?

Our families choose DVIA and homeschooling for many, many reasons. Here are a few they report:

- Homeschooling allows families to truly know how their children learn
- Homeschooling provides opportunities to explore passion projects
- DVIA focuses on the learner as much as the learning
- Homeschooling enables the flexibility to participate in extracurriculur learning that there is often little time for when students spend 35+ hours per week at school
- DVIA has amazing, passionate and compassionate teachers!
- Project-based learning is awesome!
- Traditional schools have too much bullying and "cliqueish" behavior

Program Highlights

- Home-School Partnership
- Project-Based Learning
- Personalized learning plans
- Rich, challenging and engaging content that accommodates diverse learning styles
- Multi-age grouping
- Small class sizes (16-20 in elementary, 20-26 in middle school)
- Compassionate communication
- Hands on, Minds-on Curriculum
- Learning-by-doing constructivist curriculum
- Opportunities for student voice and choice and personalization to reflect students' passions, interests and needs
- Curriculum preview meetings to address/discuss goals and ask questions
- Credentialed, experienced and dedicated teachers
- Distributive leadership
- Social Emotional curriculum that fosters community and personal development
- Building Habits of Heart and Mind
- Community of care and collaboration
- Public presentations of learning
- Mastery of "essential skills"
- 21st century learning and real-world problem solving

Memberships

- Coalition of Essential Schools
- California Charter Schools Association
- California Consortium for Independent Study

MICHELLE RAINEY, PRINCIPAL

Major Achievements

- In 2014, Da Vinci Innovation Academy was recognized as one of the top 100 Schools Worth Visiting in the nation by Tom Vander Ark, founder of Getting Smart, and leader in educational technology.
- In 2013, Education Week recognized Da Vinci Innovation Academy as among "38 Elementary and Middle Schools Worth Visiting." Da Vinci Innovation Academy and the other schools were recognized for achieving exceptional results, creating powerful learning experiences, and creating innovative technology blends.
- Da Vinci Innovation Academy has been featured in several publications including Education Week, Activate Instruction, the Daily Breeze, and more, highlighting our work in real-world, project-based and blended learning. See related article: "California Charter Caters to Home-Schooled Students" (Education Week, Jan. 8, 2014).

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (310) 725-5800.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Da Vinci Innovation Academy	**12-13**	**13-14**	**14-15**
Fully Credentialed	n/a	11	13
Without Full Credential	n/a	2	0
Teaching Outside Subject Area of Competence	n/a	0	0
Da Vinci Innovation Academy	**12-13**	**13-14**	**14-15**
Fully Credentialed	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Da Vinci Innovation Academy	**12-13**	**13-14**	**14-15**
Teachers of English Learners	n/a	0	0
Total Teacher Misassignments	n/a	0	0
Vacant Teacher Positions	n/a	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

School Facility Conditions and Planned Improvements (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/21/15				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Some new and some old HVAC
Interior: Interior Surfaces		X		Old interior
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**

* STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide			
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	19.0	14.3	42.9
7	15.0	15.0	50.0

* Percentages are not calculated 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.

2013-14 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

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

Opportunities for Parental Involvement
Families are key partners in DVIA's unique collaborative learning community. Though we do not require family service hours, we encourage each family to get involved by dedicating at least 20 hours of service each year to support the various needs of our school. To help coordinate family involvement, we established the Da Vinci Family Action Network (FAN). Together, with Da Vinci staff, FAN represents 7 areas of focus: Events, FUNdraising, School Spirit, Facilities, Data Analysis, Family Support, and Staff Support.

FAN meetings open to all interested families will be held once a quarter in the 2013-2014 school year. For more information about FAN activities, please visit the Family Resources website at www.davincik8.org and/or contact:

Nancy Slupski
nancy.slupski@gmail.com

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

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

Emergency Procedure
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. As part of our Disaster Preparedness Plan, Da Vinci asks parents to supply personal use and consumable items in the event that a disaster requires that students remain at school for an extended period of time.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate			.7
Expulsions Rate			0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate			1.2
Expulsions Rate			0
State	**11-12**	**12-13**	**13-14**
Suspensions Rate			4.4
Expulsions Rate			.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	.25
Other	2

Average Number of Students per Staff Member

Academic Counselor	0

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	n/a	n/a	n/a	n/a
District	♦	♦	n/a	n/a
State	♦	♦	n/a	n/a
Percent Difference: School Site/District			n/a	n/a
Percent Difference: School Site/ State			n/a	n/a

Professional Development provided for Teachers at Da Vinci Innovation Academy

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