



Da Vinci Innovation Academy

13500 Aviation Blvd. • Hawthorne, CA 90250 • (310) 725-5800 • Grades K-8

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Da Vinci Schools

13500 Aviation Blvd.

Hawthorne, CA 90250

(310) 725-5800

www.davincischools.org

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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 Models

Hybrid model including 2 full days at school (Grades K-8): students participate in 2 days of project-based learning at school and 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 and after school. 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.

Full Time Independent Study option (Grades K-8): students are primarily homeschooled 5 days per week with the option of participating in various workshops facilitated by a credentialed teacher as well as optional Enrichment classes on Wednesdays and after school.

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 extracurricular 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 2015, Da Vinci Innovation Academy was recognized as one of 65 Elementary and Middle Schools Worth Visiting by Tom Vander Ark, founder of Getting Smart, and leader in educational technology.
- 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

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 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/>.
- 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/guardians and community members should contact the school at (310) 725-5800 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	45
Grade 1	43
Grade 2	38
Grade 3	37
Grade 4	45
Grade 5	37
Grade 6	18
Grade 7	22
Grade 8	23
Total Enrollment	308

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.4
Asian	4.9
Filipino	1.3
Hispanic or Latino	17.2
White	47.4
Two or More Races	6.8
Socioeconomically Disadvantaged	6.2
English Learners	0.6
Students with Disabilities	11

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	13-14	14-15	15-16
With Full Credential	11	13	14
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
Da Vinci Schools	13-14	14-15	15-16
With Full Credential	♦	♦	71
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Da Vinci Innovation Academy	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	96.9	3.1
High-Poverty Schools	96.5	3.5
Low-Poverty Schools	100.0	0.0

* 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 2015-16)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces		X		
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	60	60	44
Math	42	37	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science		68	67		83	76		60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.30	35.90	41.00
7	36.80	36.80	15.80

* 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.

2014-15 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	76
All Student at the School	67
Male	74
Female	50
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	--
White	70
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	40	35	87.5	20	17	29	34
	4	49	46	93.9	20	17	28	30
	5	39	36	92.3	17	28	25	28
	6	18	16	88.9	19	25	44	13
	7	23	21	91.3	10	10	62	19
	8	23	21	91.3	5	38	38	14
Male	3		14	35.0	36	21	7	36
	4		28	57.1	25	18	32	21
	5		20	51.3	20	30	25	25
	6		10	55.6	--	--	--	--
	7		13	56.5	8	8	69	15
	8		12	52.2	0	50	25	17
Female	3		21	52.5	10	14	43	33
	4		18	36.7	11	17	22	44
	5		16	41.0	13	25	25	31
	6		6	33.3	--	--	--	--
	7		8	34.8	--	--	--	--
	8		9	39.1	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		6	15.0	--	--	--	--
	4		6	12.2	--	--	--	--
	5		3	7.7	--	--	--	--
	6		2	11.1	--	--	--	--
	7		2	8.7	--	--	--	--
Asian	3		3	7.5	--	--	--	--
	4		2	4.1	--	--	--	--
	5		4	10.3	--	--	--	--
	6		3	16.7	--	--	--	--
	8		1	4.3	--	--	--	--
Filipino	5		1	2.6	--	--	--	--
Hispanic or Latino	3		4	10.0	--	--	--	--
	4		14	28.6	14	36	29	21
	5		4	10.3	--	--	--	--
	6		1	5.6	--	--	--	--
	7		2	8.7	--	--	--	--
	8		3	13.0	--	--	--	--
White	3		17	42.5	12	29	18	41
	4		21	42.9	24	10	38	24
	5		20	51.3	20	25	20	30
	6		10	55.6	--	--	--	--
	7		13	56.5	0	15	62	23
	8		13	56.5	0	38	46	8
Two or More Races	3		3	7.5	--	--	--	--
	4		3	6.1	--	--	--	--
	5		2	5.1	--	--	--	--
	6		0	0.0	--	--	--	--
	7		3	13.0	--	--	--	--
	8		3	13.0	--	--	--	--
Socioeconomically Disadvantaged	3		3	7.5	--	--	--	--
	4		5	10.2	--	--	--	--
	5		1	2.6	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	13.0	--	--	--	--
English Learners	4		1	2.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		4	10.0	--	--	--	--
	4		4	8.2	--	--	--	--
	5		6	15.4	--	--	--	--
	6		3	16.7	--	--	--	--
	7		3	13.0	--	--	--	--
	8		4	17.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	40	35	87.5	29	14	29	11
	4	49	46	93.9	20	33	15	22
	5	39	35	89.7	29	23	17	20
	6	18	17	94.4	29	29	18	18
	7	23	21	91.3	10	14	38	29
	8	23	21	91.3	29	24	19	24
Male	3		14	35.0	43	7	14	14
	4		28	57.1	29	21	18	25
	5		20	51.3	25	20	20	30
	6		11	61.1	36	27	18	18
	7		13	56.5	8	8	46	31
	8		12	52.2	33	33	8	25
Female	3		21	52.5	19	19	38	10
	4		18	36.7	6	50	11	17
	5		15	38.5	33	27	13	7
	6		6	33.3	--	--	--	--
	7		8	34.8	--	--	--	--
	8		9	39.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		6	15.0	--	--	--	--
	4		6	12.2	--	--	--	--
	5		3	7.7	--	--	--	--
	6		2	11.1	--	--	--	--
	7		2	8.7	--	--	--	--
Asian	3		3	7.5	--	--	--	--
	4		2	4.1	--	--	--	--
	5		4	10.3	--	--	--	--
	6		3	16.7	--	--	--	--
	8		1	4.3	--	--	--	--
Filipino	5		1	2.6	--	--	--	--
Hispanic or Latino	3		4	10.0	--	--	--	--
	4		14	28.6	14	36	29	21
	5		4	10.3	--	--	--	--
	6		1	5.6	--	--	--	--
	7		2	8.7	--	--	--	--
	8		3	13.0	--	--	--	--
White	3		17	42.5	24	24	24	12
	4		21	42.9	19	33	14	19
	5		19	48.7	16	32	21	16
	6		11	61.1	27	36	18	9
	7		13	56.5	0	8	54	31
	8		13	56.5	15	31	31	23
Two or More Races	3		3	7.5	--	--	--	--
	4		3	6.1	--	--	--	--
	5		2	5.1	--	--	--	--
	6		0	0.0	--	--	--	--
	7		3	13.0	--	--	--	--
	8		3	13.0	--	--	--	--
Socioeconomically Disadvantaged	3		3	7.5	--	--	--	--
	4		5	10.2	--	--	--	--
	5		1	2.6	--	--	--	--
	6		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	13.0	--	--	--	--
English Learners	4		1	2.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		4	10.0	--	--	--	--
	4		4	8.2	--	--	--	--
	5		6	15.4	--	--	--	--
	6		4	22.2	--	--	--	--
	7		3	13.0	--	--	--	--
	8		4	17.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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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. To help coordinate family involvement, we established the DVIA Family Action Network (FAN). Together, with Da Vinci staff, supports community building events, FUNdraising, school spirit, family support, and staff support.

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.

School Safety Plan

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 buildings. 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	2012-13	2013-14	2014-15
Suspensions Rate	N/A	0.70	0.92
Expulsions Rate	N/A	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	N/A	N/A	1.16
Expulsions Rate	N/A	N/A	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		20.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K			20			1						
2			20			2			1			
4			20			1			1			
5		10			1							
6		11	24		2				4			
Other		10			1							

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Math		9			5							
Science		25	23		1	1		1	1			
SS		25	23		1	1		1	1			

* 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	.2
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.15
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.75
Resource Specialist	.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	300

* 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (ES)	N/A	N/A
Average Principal Salary (MS)	N/A	N/A
Average Principal Salary (HS)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of District Budget		
Teacher Salaries	N/A	N/A
Administrative Salaries	N/A	N/A

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

Types of Services Funded

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

Professional Development provided for Teachers

Extensive professional development is a signature practice of Da Vinci Schools. DVIA staff meet for two full weeks in August, for a week in January and once per month throughout the school year. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,583	\$732	\$5,851	\$53,898
District	◆	◆	N/A	N/A
State	◆	◆	\$5,348	N/A
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			9.4	N/A

* Cells with ◆ do not require data.