Da Vinci Innovation Academy

13500 Aviation Blvd. • Hawthorne, CA 90250 • (310) 725-5800 • Grades K-8
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Da Vinci Schools
13500 Aviation Blvd.
Hawthorne, CA 90250
(310) 725-5800
www.davincischools.org

District Governing Board
Chet Pipkin
Dr. Don Brann
Art Lofton
Brian Meath
Jennifer Morgan
Israel Mora
Roger Bañuelos

District Administration
Dr. Matthew Wunder
Superintendent

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, the K-8 school exists to run a family collaborative instructional model that supports children to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

Vision
Da Vinci Schools will be an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from 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/work experience, and early college classes ensuring that students acquire the 21st century skills needed for today's 21st century workplace. 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, career, and life.

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.

Collaborative model (Full Time Independent Study) including 5 days of homeschooling (Grades K-7): students are primarily homeschooled 5 days per week with the option of participating in various workshops/classes 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 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 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 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, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	47
Grade 1	49
Grade 2	50
Grade 3	44
Grade 4	41
Grade 5	45
Grade 6	35
Grade 7	21
Grade 8	22
Total Enrollment	354

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.9
American Indian or Alaska Native	0
Asian	6.8
Filipino	1.1
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	0
White	48
Two or More Races	6.5
Socioeconomically Disadvantaged	5.1
English Learners	0.8
Students with Disabilities	8.2
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	13	14	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Da Vinci Schools	14-15	15-16	16-17
With Full Credential	♦	♦	82
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Da Vinci Innovation Academy	14-15	15-16	16-17
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

2015-16 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	84.6	15.4
Districtwide		
All Schools	99.2	0.8
High-Poverty Schools	99.4	0.6
Low-Poverty Schools	97.7	2.3

* 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 2016-17)

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.

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 2017				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

	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**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	68	67	78	83	76	64	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	27.3	40.9	27.3
7	27	27	24.3

* 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.

	2015-16 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	61	64	62	71	44	48
Math	47	53	38	45	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	68	64	94.1	78.1
Male	40	37	92.5	83.8
Female	28	27	96.4	70.4
Hispanic or Latino	14	14	100.0	92.9
White	36	34	94.4	79.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)					
Disaggregated by Student Groups, Grades Three through Eight and Eleven					
All Students	3	43	38	88.4	52.6
	4	39	36	92.3	66.7
	5	46	45	97.8	68.9
	6	35	34	97.1	51.5
	7	19	19	100.0	77.8
	8	22	21	95.5	81.0
Male	3	21	20	95.2	50.0
	4	17	16	94.1	50.0
	5	26	25	96.2	72.0
	6	22	22	100.0	54.5
	7	--	--	--	--
	8	14	13	92.9	76.9
Female	3	22	18	81.8	55.6
	4	22	20	90.9	80.0
	5	20	20	100.0	65.0
	6	13	12	92.3	45.5
	7	--	--	--	--
	8	--	--	--	--
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	83.3
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	18	16	88.9	50.0
	4	17	15	88.2	60.0
	5	22	22	100.0	68.2
	6	17	16	94.1	56.3
	7	12	12	100.0	81.8
	8	14	13	92.9	84.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	43	38	88.4	52.6
	4	39	36	92.3	51.4
	5	46	45	97.8	40.5
	6	35	34	97.1	51.5
	7	19	19	100.0	66.7
	8	22	21	95.5	71.4
Male	3	21	20	95.2	55.0
	4	17	16	94.1	40.0
	5	26	25	96.2	52.2
	6	22	22	100.0	50.0
	7	--	--	--	--
	8	14	13	92.9	76.9
Female	3	22	18	81.8	50.0
	4	22	20	90.9	60.0
	5	20	20	100.0	26.3
	6	13	12	92.3	54.5
	7	--	--	--	--
	8	--	--	--	--
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	36.4
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

The table title (spanning the top): **School Year 2015-16 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 Met or Exceeded**
White	3	18	16	88.9	56.3
	4	17	15	88.2	50.0
	5	22	22	100.0	38.1
	6	17	16	94.1	37.5
	7	12	12	100.0	72.7
	8	14	13	92.9	84.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Table title: School Year 2015-16 CAASPP Assessment Results - Mathematics — Disaggregated by Student Groups, Grades Three through Eight and Eleven

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

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 (School Year 2016-17)

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. Parents are also encouraged to attend "Pastries with the Principal" each month and join the "Book Club" hosted by DVIA's principal. DVIA staff hosts 4 Parent Educator Conferences each year, which are full-day events meant to support parent educators in their journey as homeschoolers. DVIA teachers and administration have an "open door policy" and invite parents to stop by and share their questions/comments/concerns at any time.

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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.7	0.9	0.3
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		0
Percent of Schools Currently in Program Improvement		.0

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	2
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size 2013-14	2014-15	2015-16	Number of Classrooms* 1-20 2013-14	2014-15	2015-16	21-32 2013-14	2014-15	2015-16	33+ 2013-14	2014-15	2015-16
K		20	18		1	2						
1			20			3						
2		20	20		2	3		1				
3			20			3						
4		20	20		1	3		1				
5	10		20	1		2						
6	11	24	20	2		2		4				
Other	10			1								

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size 2013-14	2014-15	2015-16	Number of Classrooms* 1-22 2013-14	2014-15	2015-16	23-32 2013-14	2014-15	2015-16	33+ 2013-14	2014-15	2015-16
English			17			3						
Mathematics	9		17	5		3						
Science	25	23	17	1	1	3	1	1				
Social Science	25	23	17	1	1	3	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.

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 every Wednesday throughout the school year. As an entire staff, they meet to celebrate each others' 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 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,739	$42,063
Mid-Range Teacher Salary	$78,639	$64,823
Highest Teacher Salary	$94,694	$84,821
Average Principal Salary (ES)	$114,060	$101,849
Average Principal Salary (MS)	$123,359	$107,678
Average Principal Salary (HS)		$115,589
Superintendent Salary	$219,048	$169,152
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,283	$1,016	$6,267	$56,700
District	♦	♦	N/A	$77,823
State	♦	♦	$5,677	$67,348
Percent Difference: School Site/District			N/A	-27.1
Percent Difference: School Site/ State			10.4	-15.8

* Cells with ♦ do not require data.

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 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).

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.