



Da Vinci Connect

12501 Isis Avenue • Hawthorne, CA 90250 • (310) 725-5800 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Da Vinci Connect

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District Governing Board

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Jennifer Morgan

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Israel Mora

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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 school runs 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, ethnicity, 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 Connect is a public charter school serving K-8 students in the South Bay of Los Angeles and neighboring communities. The Da Vinci Connect offers families a new approach to K-8 education combining school-site instruction with home-based learning. The Da Vinci Connect 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

The Hybrid model includes 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. At-school learning is project-based. At-home learning (also called homeschooling or independent study) focuses on English Language Arts, math and extracurricular activities. Families are the primary educators on non-classroom days. A smaller group of students participate in the Collaborative Model and attend school one day per week (Wednesdays) and are invited to participate in weekly field trips. These students also engage in at-home learning and focus on English, math, social studies, science and extracurricular activities in which their parent educators are the primary educators for non-classroom days.

Why Homeschool?

Our families choose DV Connect 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
- DV Connect 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
- DC Connect 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
- Schools That Can

MICHELLE RAINEY, PRINCIPAL

Major Achievements

- In 2015, Da Vinci Connect 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 Connect 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 Connect as among "38 Elementary and Middle Schools Worth Visiting." Da Vinci Connect and the other schools were recognized for achieving exceptional results, creating powerful learning experiences, and creating innovative technology blends.
- Da Vinci Connect 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	53
Grade 2	43
Grade 3	38
Grade 4	33
Grade 5	53
Grade 6	52
Grade 7	41
Grade 8	40
Total Enrollment	402

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.7
American Indian or Alaska Native	0.2
Asian	8.7
Filipino	0.7
Hispanic or Latino	9.7
White	49
Two or More Races	11.9
Socioeconomically Disadvantaged	11.9
English Learners	1.7
Students with Disabilities	16.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Da Vinci Connect	17-18	18-19	19-20
With Full Credential	16		18
Without Full Credential	0		0
Teaching Outside Subject Area of Competence	0		0

Teacher Credentials for Da Vinci Connect	17-18	18-19	19-20
With Full Credential	♦	♦	106
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Da Vinci Connect

Indicator	17-18	18-19	19-20
Teachers of English Learners	0		2
Total Teacher Misassignments*	0		2
Vacant Teacher Positions	0		0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	

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

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 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. 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); 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	76	72	74	50	50
Math	58	60	53	57	38	39

Note: 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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	229	94.63	76.32
Male	111	106	95.50	71.43
Female	131	123	93.89	80.49
Black or African American	29	27	93.10	62.96
Asian	23	23	100.00	82.61
Filipino	--	--	--	--
Hispanic or Latino	46	45	97.83	70.45
White	116	108	93.10	79.63
Two or More Races	17	16	94.12	87.50
Socioeconomically Disadvantaged	30	28	93.33	64.29
English Learners	--	--	--	--
Students with Disabilities	57	53	92.98	51.92

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.8	17.1	34.1
7	20.0	34.3	25.7

Note: 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.

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-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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	229	94.63	60.26
Male	111	106	95.50	61.32
Female	131	123	93.89	59.35
Black or African American	29	27	93.10	40.74
Asian	23	23	100.00	82.61
Filipino	--	--	--	--
Hispanic or Latino	46	45	97.83	51.11
White	116	108	93.10	63.89
Two or More Races	17	16	94.12	62.50
Socioeconomically Disadvantaged	30	28	93.33	39.29
English Learners	--	--	--	--
Students with Disabilities	57	53	92.98	47.17

Note: 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.

-Note: 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.

-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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Families are key partners in Da Vinci Connect’s unique collaborative learning community. To help coordinate family involvement, we established the Family Action Network (FAN). Together with Da Vinci staff, FAN supports community-building events, fundraising, school spirit, family support, and staff support. Parents are also encouraged to attend workshops with teachers and administrators, which are offered on an on-going basis. Connect staff also host Parent Educator Conferences each year, which are full-day events meant to support parent educators in their journey as homeschoolers. Connect 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 State priority: School Climate (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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	1.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.9	1.3
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	58	1		1	27		1	1	25		2	
2	19	3	1		39			2	43			2
3					37			1	35			1
4	39	1		1					16	1		
5	18	2			41		1	2	37			2
6	15	4			40			4	30		5	2
Other**	28		1									

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics					15	2		1	19	4		1
Science	11	5			37			2	26	1		1
Social Science	13	4			29	1		1	33		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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	24	22	22

Extensive professional development is a signature practice of Da Vinci Schools. DV Connect staff meet for two full weeks in August, a week in January, 2 days at the end of the year and 4 Fridays throughout the year in order to reflect on needs and best practices, revise our practices and create unity among the staff regarding what we do and how we do it. Staff also meets for staff meetings every Wednesday morning 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,110	\$46,208
Mid-Range Teacher Salary	\$84,191	\$72,218
Highest Teacher Salary	\$101,385	\$92,742
Average Principal Salary (ES)	\$112,940	\$134,864
Average Principal Salary (MS)	\$122,817	\$118,220
Average Principal Salary (HS)	\$0	\$127,356
Superintendent Salary	\$234,512	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	5%	6%

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

Types of Services Funded

In 2018-19, 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.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9402	627	8775	67045
District	N/A	N/A	N/A	\$85,478.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	N/A	-24.2
School Site/ State	15.6	-8.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.