Da Vinci Design

School Accountability Report Card, 2009–2010
Da Vinci Schools

>> **An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.**

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2009–2010 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2010_en.html

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

13500 Aviation Boulevard
Hawthorne CA 90250
Executive Director: Matthew Wunder, Ed.D.
Phone: (310) 725-5800
http://www.davincischools.org

How to Contact Our District

Wiseburn Elementary School District
13530 Aviation Blvd.
Hawthorne, CA 90250
Phone: (310) 643-3025
http://www.wiseburn.k12.ca.us/

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Da Vinci Design

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» Principal's Message

Da Vinci Design is a small public charter high school in Los Angeles dedicated to a rigorous and relevant college preparatory curriculum that uses hands-on, project-based learning to give lessons real-world context and meaning. Da Vinci Design students are preparing for careers in architecture, digital media, industrial design, product design, user experience design and other jobs that call for skills in art, science, and technology. All Da Vinci students take UC/CSU approved college-prep courses throughout their four years and are required to complete two college classes as part of the graduation requirements. Students present their work in two evening exhibitions per year, and complete a job shadow in tenth grade, an internship in eleventh grade, and a senior project in twelfth grade. Da Vinci students also are required to complete 25 hours of community service every year and to present and defend their work at the end of each school year to matriculate to the next grade level. Da Vinci Design has partnerships with many local design leaders, including Otis College of Art and Design, Belkin International, The Getty, Northrop Grumman, Art Center College of Design, Gensler, and Industrial Designers Society of America, that offer job shadowing opportunities, internships, mentoring, and project support to help students master the real-world knowledge and skills that do not appear in the California content standards. These industry partners also teach or co-teach many of our seminar (elective) courses such as game design, Web design and robotics. Da Vinci Design's first class of students will graduate in June 2013.

Grade range and calendar
9
TRADITIONAL

Academic Performance Index
693
County Average: N/A
State Average: 728

Student enrollment
196
County Average: N/A
State Average: N/A

Teachers
8
County Average: N/A
State Average: N/A

Students per teacher
25
County Average: 24
State Average: 23

PLEASE NOTE: Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

Major Achievements

Our community and industry partners worked closely with us to define the 21st century skills needed to prepare students for college and innovative careers in the creative sector.

Design students won first place in the Pancho Barnes Film Contest held in conjunction with National Engineers Week and co-sponsored by Northrop.

Students took seminar classes co-taught by Da Vinci faculty and industry professionals to acquire practical, real-world design skills. Recent classes included Introduction to Engineering Design, Web Design, and Product Design.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Da Vinci Design's API was 693 (out of 1000). All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.
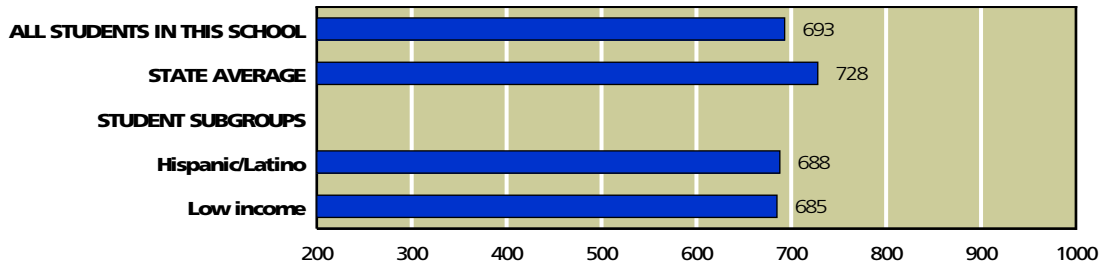
API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**N/A**
Met growth target for prior school year	**N/A**
API score	**693**
Growth attained from prior year	**N/A**
Met subgroup* growth targets	**N/A**

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.
R/P - Results pending due to challenge by school.
N/A - Results not available.

API, Spring 2010

	API
ALL STUDENTS IN THIS SCHOOL	693
STATE AVERAGE	728
STUDENT SUBGROUPS	
Hispanic/Latino	688
Low income	685

(axis: 200 300 400 500 600 700 800 900 1000)

SOURCE: API based on spring 2010 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met ten out of 13 criteria for yearly progress. Because we fell short in three areas, we did not make AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standardized Tests (CST): 55.6 percent on the English/language arts test and 54.8 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2009 must be at least 90 percent, or satisfy alternate improvement criteria. This is higher than was required by the CDE in prior years. (**Note:** The last two criteria do not apply to Da Vinci Design for 2009–2010 because there was only a ninth grade class.)

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL **AYP** ADEQUATE YEARLY PROGRESS	
Met AYP	**No**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**No**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**No**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**N/A**
Program Improvement school in 2010	**No**

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

🟢 MET GOAL   🔴 DID NOT MEET GOAL   ━ NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 55.6% ATTAIN PROFICIENCY ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 54.8% ATTAIN PROFICIENCY ON THE CST?
SCHOOLWIDE RESULTS	🟢	🟢	🟢	🔴
SUBGROUPS OF STUDENTS				
Low income	🟢	🟢	🟢	🔴
STUDENTS BY ETHNICITY				
Hispanic/Latino	🟢	🟢	🟢	🔴

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2009–2010		2008–2009		2007–2008	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		66%	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A
Average high school Percent Proficient or higher		49%		46%		44%
GEOMETRY						
Our school Percent Proficient or higher	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A
Average high school Percent Proficient or higher		24%		24%		21%
US HISTORY						
Our school Percent Proficient or higher	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A
Average high school Percent Proficient or higher		48%		47%		40%
BIOLOGY						
Our school Percent Proficient or higher	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A
Average high school Percent Proficient or higher		47%		42%		43%
LIFE SCIENCE (TENTH GRADE)						
Our school Percent Proficient or higher	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A
Average high school Percent Proficient or higher		47%		45%		41%

SOURCE: The scores for the CST are from the spring 2010 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)
BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES　　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		66%	100%	**SCHOOLWIDE AVERAGE:** About 17 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		45%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		49%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
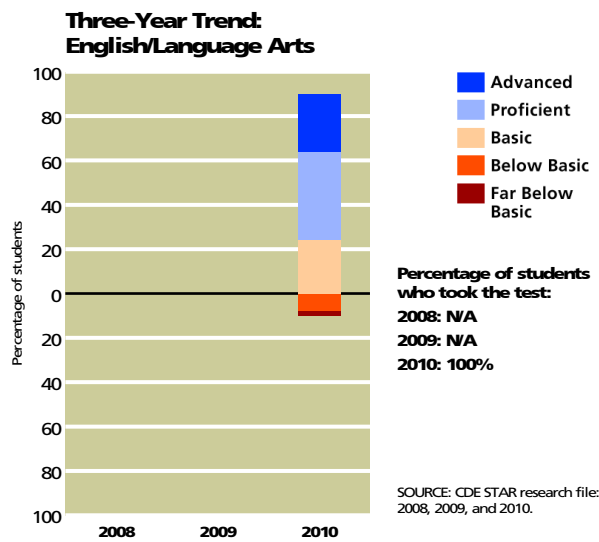■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES　　　HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		52%	56	**GENDER:** About 20 percent more girls than boys at our school scored Proficient or Advanced.
Girls		72%	130	
English proficient		68%	175	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE	N/S	11	
Low income		64%	120	**INCOME:** About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		70%	64	
Learning disabled	NO DATA AVAILABLE	N/A	10	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		70%	176	
African American		61%	31	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino		63%	106	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	22	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/ language arts** on the CDE's Web site.

Three-Year Trend: English/Language Arts

■ **Advanced**
■ **Proficient**
■ **Basic**
■ **Below Basic**
■ **Far Below Basic**

Percentage of students who took the test:
2008: N/A
2009: N/A
2010: 100%

SOURCE: CDE STAR research file: 2008, 2009, and 2010.

Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	1%	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			18%	30%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			19%	30%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	1	
English proficient	NO DATA AVAILABLE		N/A	1	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	1	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	1	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

About one percent of our students took the algebra CST, compared with 30 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.

Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			19%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	26%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about the **math standards for all grades**, visit the CDE's Web site.

US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE	N/A	N/A	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY		44%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		48%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE	N/A	N/A	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	N/A	
English proficient	NO DATA AVAILABLE	N/A	N/A	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	NO DATA AVAILABLE	N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	N/A	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	N/A	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.

Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE	N/A	N/A	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY		42%	37%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		47%	36%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE	N/A	N/A	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	N/A	
English proficient	NO DATA AVAILABLE	N/A	N/A	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	NO DATA AVAILABLE	N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	N/A	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	N/A	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about the **California standards for science** visit the CDE's Web site.

Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC** ■ **BELOW BASIC** ■ **BASIC** ■ **PROFICIENT** ■ **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	N/A	**SCHOOLWIDE AVERAGE:** Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			43%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			47%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ **FAR BELOW BASIC, BELOW BASIC, AND BASIC** ■ **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	N/A	
English proficient	NO DATA AVAILABLE		N/A	N/A	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

Other Measures of Student Achievement

We use many means to assess student progress, including real-world projects, public presentations of learning, exhibitions, end-of-the-year defenses, traditional tests and quizzes, digital portfolios, and a culminating senior project.

STUDENTS

Ethnicity

About half of the students at Da Vinci Design identify themselves as Hispanic/Latino. In fact, there are about twice as many Hispanic/Latino students as African Americans students, the second-largest ethnic group at Da Vinci Design. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	23%	9%	7%
Asian American/ Pacific Islander	7%	11%	12%
Hispanic/Latino	49%	60%	47%
White/European American/ Other	14%	19%	33%

SOURCE: County and state data from CBEDS census of October 2009, school data provided by Da Vinci Schools. County and state averages represent high schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than $40,793 a year (based on a family of four) in the 2009-2010 school year. Da Vinci Design did not report how many of its students qualified for free lunches.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	N/A	N/A	56%
Parents with some college	61%	48%	56%
Parents with college degree	36%	27%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 61 percent of the students at Da Vinci Design have attended college and 36 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 71 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. For more information on our average class sizes, please contact the school directly.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	28	N/A	N/A
History	28	N/A	N/A
Math	28	N/A	N/A
Science	28	N/A	N/A

SOURCE: This information provided by Da Vinci Schools.

Safety

In our small school, students and staff know each other well. There is a culture of family support. During the entire time we have been open, since August 2009, we have not had a single fight. We have a closed campus and all visitors must sign in. We revise our School Safety Plan annually and have regular emergency drills.

Schedule

Our school year includes 180 days of instruction. School begins in mid-August to support dual enrollment in high school and college classes. Classes begin at 9 a.m. Monday through Thursday and at 10 a.m. on Fridays. Classes end at 3:50 p.m. Office hours are from 8:30 a.m. to 4 p.m.

Parent Involvement

Families play a vital role at Da Vinci Schools. The Family Association Group coordinates volunteer opportunities on campus and helps organize service learning fairs, student-run clubs, social events, before school and after school supervision, and other activities. Families must commit to performing at least 25 hours of service to the school community each year. For information about getting involved at Da Vinci Schools, please contact Thomas Curry at twcurry31@yahoo.com or Kendra Janes at kendrajanes@att.net.

Preparation for College and the Workforce

Our Academic Dean keeps students informed about graduation requirements, testing dates, year-by-year college planning, the college application process, entrance requirements for competitive schools, financial aid, and scholarships. In 2009-2010, all tenth grade students took the PSAT and every Da Vinci student visited USC, UCLA, Pepperdine, Cal State L.A., and The Claremont Colleges as part of the Da Vinci College Bound (CB) Program. Every Da Vinci student and family is provided with a Naviance account for web-based college and career planning.

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LEADERSHIP, TEACHERS, AND STAFF

Dr. Matthew Wunder serves as executive director. He has 22 years of experience as an administrator, teacher, and counselor.

Da Vinci Schools are governed by a strong Board of Trustees: Chet Pipkin, founder and chairman of Belkin International; Dr. Donald Brann, El Segundo council member and former superintendent of the Wiseburn School District; Gary Wayland, co-founder of Wayland & Vukadinovich and president of the Manhattan Beach Athletic Foundation; Art Lofton, vice-president and CIO at Northrop Grumman; and Cheryl Cook, a Da Vinci parent and community leader.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	N/A	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	50%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	89%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	11%	N/A	N/A

SOURCE: This information provided by Da Vinci Schools. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About eleven percent of our teachers were working without full credentials.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state's schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	0%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

with lower concentrations of low-income students. About 19 percent of the state's schools are in this category.

Staff Development

Da Vinci Schools devote substantial time and resources to staff development and collaborative planning. New teachers receive 23 days per year of paid professional development (continuing teachers receive 18 days) plus five and a half hours per week and a daily hour and a half planning period to ensure that every student who graduates from Da Vinci Schools is college-ready, career-prepared, and community-minded. In 2009–2010, we focused on differentiating instruction and mixed ability

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009-2010	18
2008–2009	N/A
2007–2008	N/A

SOURCE: This information is supplied by Da Vinci Schools.

groupings, meeting the curricular and instructional needs of both slower and faster learners, developing rigorous, standards-based projects, and team teaching across the curriculum. Teachers and administrators have numerous opportunities to attend conferences, participate in workshops, and work closely with mentors to further develop their expertise and effectiveness.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians and media staff	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	1.0

SOURCE: Data provided by Da Vinci Schools.

Specialized Programs and Staff

All students are required to successfully complete two college classes as part of our Early College Program while they simultaneously earn their high school diploma. These courses are taught on the Da Vinci campus by El Camino College professors at no cost to our families.

All eleventh grade students partake in a five-week internship with local community partners.

We offer many seminar (elective) classes, co-taught by Da Vinci faculty and industry partners, where students gain practical, real-world knowledge and skills that do not appear in the California content standards. Recent seminars have included Robotics, Project Lead The Way, Game Theory, Toy Design, Radio Production, Fashion Design, and Design Industry Competitions.

RESOURCES

Buildings

In November, residents in our community approved an $87 million general obligation bond to build a state-of-the art high school facility. In the meantime, we are housed in a facility that is clean and well maintained. The oldest part of our current facility was completed in 1926 and other buildings in the 1940s. There are five portable classrooms. In 2009, over $200,000 was invested in remodeling the facility.

Computers

The ratio of students to computers is 2:1. All student work is maintained in a digital portfolio. Students develop proficiency in word processing, PowerPoint, video presentation, Excel, Internet research, and web design. We have a state-of-the-art multimedia center on campus called the Northrop Grumman Innovation Lab.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Despite the challenging economy, our reserves are fully funded, and there will be no layoffs or furloughs. We live within our means. Our budget is approximately $4.3 million.

> Da Vinci Design opened its doors in August 2009, so we do not have financial information for the 2008–2009 school year.

Spending per Student (2008–2009)

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds ($/student)	N/A	N/A	N/A	$5,653	N/A
Restricted funds ($/student)	N/A	N/A	N/A	$3,083	N/A
TOTAL ($/student)	N/A	N/A	N/A	$8,736	N/A

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2008–2009)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	N/A	N/A	N/A	N/A
Other staff salaries	N/A	N/A	N/A	N/A
Benefits	N/A	N/A	N/A	N/A
Books and supplies	N/A	N/A	N/A	N/A
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	N/A	N/A	N/A	N/A
TOTAL	N/A	N/A	N/A	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2008–2009)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	N/A	N/A	N/A	$72,020	N/A
Retirement benefits	N/A	N/A	N/A	$5,840	N/A
Health and medical benefits	N/A	N/A	N/A	$9,324	N/A
Other benefits	N/A	N/A	N/A	$384	N/A
TOTAL	N/A	N/A	N/A	$87,568	N/A

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2008–2009)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	N/A	N/A
Retirement benefits	N/A	N/A
Health and medical benefits	N/A	N/A
Other benefits	N/A	N/A
TOTAL	N/A	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2010. The CDE may release additional or revised data for the 2009–2010 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2009 census); Language Census (March 2010); California Standards Tests (spring 2010 test cycle); Academic Performance Index (November 2010 growth score release); Adequate Yearly Progress (October 2010).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	196
Black/African American	23%
American Indian or Alaska Native	0%
Asian	7%
Filipino	0%
Hispanic or Latino	49%
Pacific Islander	0%
White (not Hispanic)	14%
Two or more races	11%
Socioeconomically disadvantaged	N/A
English Learners	N/A
Students with disabilities	N/A

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	196
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2009.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2007–2008	2008–2009	2009–2010
English	N/A	N/A	28
History	N/A	N/A	28
Math	N/A	N/A	28
Science	N/A	N/A	28

SOURCE: Data for 2009–2010 provided by Da Vinci Schools.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2007–2008			2008–2009			2009–2010		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	**FOUR OF SIX STANDARDS**	**FIVE OF SIX STANDARDS**	**SIX OF SIX STANDARDS**
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	21%	33%	6%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information was the most recent available, for the 22009–2010 school year. Data is reported by Educational Data Systems.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2009–2010	2	N/A	15
2008–2009	N/A	N/A	15
2007–2008	N/A	N/A	15
Expulsions per 100 students			
2009–2010	0	N/A	1
2008–2009	N/A	N/A	1
2007–2008	N/A	N/A	1

SOURCE: Data is from Da Vinci Schools. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent high schools only.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential,
for both our school and the district. We also present three years' of data about the number of teachers who lacked the
appropriate subject-area authorization for one or more classes they taught.

	SCHOOL			DISTRICT
TEACHERS	**2007–2008**	**2008–2009**	**2009–2010**	**2009–2010**
With Full Credential	N/A	N/A	9	N/A
Without Full Credential	N/A	N/A	1	N/A
Teaching out of field	N/A	N/A	N/A	N/A

SOURCE: Information provided by Da Vinci Schools.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
English/ language arts	N/A	N/A	66%	N/A	N/A	N/A	46%	50%	52%
History/social science	N/A	N/A	N/A	N/A	N/A	N/A	36%	41%	44%
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	43%	46%	48%
Science	N/A	N/A	N/A	N/A	N/A	N/A	46%	50%	54%

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

	STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/LANGUAGE ARTS 2009–2010**	**HISTORY/ SOCIAL SCIENCE 2009–2010**	**MATHEMATICS 2009–2010**	**SCIENCE 2009–2010**
African American	61%	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	63%	N/A	N/A	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Boys	52%	N/A	N/A	N/A
Girls	72%	N/A	N/A	N/A
Socioeconomically disadvantaged	64%	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

<div style="background:blue;color:white;text-align:center">**ACCOUNTABILITY**</div>

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at **http://www.cde.ca.gov/ta/ac/ap/**.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2007–2008	2008–2009	2009–2010
Statewide rank	N/A	N/A	N/A
Similar-schools rank	N/A	N/A	N/A

Note: Da Vinci Design is too new to have API base data, which is used to calculate ranks.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

	ACTUAL API CHANGE			API
SUBGROUP	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	N/A	N/A	N/A	693
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	688
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	N/A	685
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	693	N/A	767
Black/African American	N/A	N/A	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	890
Filipino	N/A	N/A	851
Hispanic or Latino	688	N/A	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	N/A	N/A	838
Socioeconomically disadvantaged	685	N/A	712
English Learners	N/A	N/A	692
Students with disabilities	N/A	N/A	580
Two or more races	N/A	N/A	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet
all four of the following criteria in order to attain Adequate Yearly Progress (AYP):
(a) a 95-percent participation rate on the state's tests
(b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
(c) an API of at least 680 or growth of at least one point
(d) the graduation rate for the graduating class must be higher than 83.2 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall,
and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	N/A
Graduation rate	N/A
Participation rate in English/language arts	N/A
Participation rate in mathematics	N/A
Percent Proficient in English/language arts	N/A
Percent Proficient in mathematics	N/A
Met Academic Performance Index (API)	N/A

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2010.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not
make AYP for two consecutive years in the same content area (English/language arts or mathematics)
and for each grade span or on the same indicator (API or graduation rate). After entering PI,
districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	N/A
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in
December 2010.

<div style="background:blue;color:white;text-align:center">**DISTRICT EXPENDITURES**</div>

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2008–2009			
Total expenses	N/A	N/A	N/A
Expenses per student	N/A	N/A	$8,736
FISCAL YEAR 2007–2008			
Total expenses	N/A	N/A	N/A
Expenses per student	N/A	N/A	$8,594

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2008–2009

This table reports the salaries of teachers and administrators in our district for the 2008–2009 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	N/A	N/A
Midrange teacher's salary	N/A	N/A
Highest-paid teacher's salary	N/A	N/A
Average principal's salary (high school)	N/A	N/A
Superintendent's salary	N/A	N/A
Percentage of budget for teachers' salaries	N/A	N/A
Percentage of budget for administrators' salaries	N/A	N/A

SOURCE: School Accountability Report Card unit of the California Department of Education.

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2008–2009	N/A	N/A	4%
2007–2008	N/A	N/A	3%
2006–2007	N/A	N/A	4%
Graduation rate (four-year)			
2008–2009	N/A	N/A	84%
2007–2008	N/A	N/A	86%
2006–2007	N/A	N/A	86%

SOURCE: CBEDS October 2007–2009. District and state averages represent high schools only.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	N/A	N/A	N/A
Percentage of graduates from class of 2009 who completed all courses required for UC/CSU admission	N/A	N/A	38%

SOURCE: CBEDS, October 2009, for the class of 2009. District and state averages represent high schools only.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2006–2007	2007–2008	2008–2009
Percentage of seniors taking the SAT	N/A	N/A	N/A
Average critical reading score	N/A	N/A	N/A
Average math score	N/A	N/A	N/A
Average writing score	N/A	N/A	N/A

SOURCE: Original data from the College Board, for the class of 2009, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.