

Da Vinci Design

School Accountability Report Card, 2012–2013
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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SCHOOL WISE PRESS

Da Vinci Design

School Accountability Report Card, 2012–2013 Da Vinci Schools

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 2012–2013 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.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://pub.schoolwisepress.com/sarc/links_2013_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, or would like to request a hardcopy version, please contact our school office.

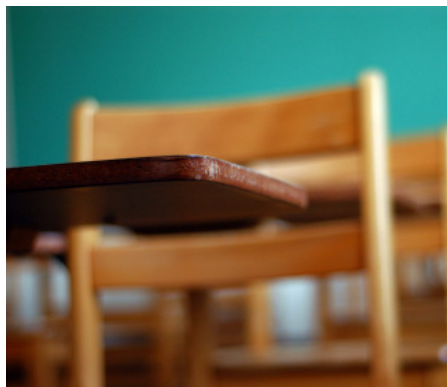
How to Contact Our School

12501 S. Isis Avenue
Hawthorne, CA 90250
Principal: Kate Parsons
Phone: (310) 725-5800

How to Contact Our District

13500 Aviation Boulevard
Hawthorne, CA 90250
Phone: (310) 725-5800

<http://www.davincischools.org/>



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» Principal's Message

Da Vinci Design is a small, public charter high school in Los Angeles authorized by the Wiseburn School District and accredited by the Western Association of Schools and Colleges (WASC). Da Vinci Design offers a real world, project-based curriculum with a design focus. All Da Vinci students take University of California (UC)/California State University (CSU) approved college-prep courses.

Project Based Learning, Mastery Based Grading, and personalization of student experience give students a four-year learning experience that is both broad and in-depth.

These strengths translate into college-ready students. Ninety-eight percent of Da Vinci Design's inaugural class, the class of 2013, successfully completed their "a-g" requirements for admission to a UC or CSU school; 100% of graduates were accepted to college; and 78% were accepted to a four-year university.

Dr. David Brown, the Executive Director of WASC, said "Da Vinci Schools are among the very finest I've seen." Jack O'Connell, the former California State Superintendent of Public Instruction, said "Da Vinci Schools should be a model for other public schools in the state."

Serving diverse students from 80 zip codes across Los Angeles County, Da Vinci Design has partnerships with many local design leaders and institutions, including Art Center College of Design, Belkin International, Gensler, Karten Design and the XPrize Foundation. These industry experts help students master the real-world knowledge and skills that do not appear in the Common Core education standards. Industry partners also co-teach several seminars (electives) such as Illustration, Architecture, Photography, and Toy Product Design. Other seminars include 3D design, murals, wood design, custom ink, fibers, computer modeling & design, improv, yearbook, public speaking, work experience, filmmaking, Chinese, yoga, cross circuit training, and more.

Da Vinci Design is a member of the Coalition of Essential Schools and is a certified charter school of the California Charter Schools Association.

Kate Parsons, PRINCIPAL

Grade range and calendar

K–12

TRADITIONAL

Academic Performance Index

762

County Average: 725

State Average: 750

Student enrollment

650

County Average: 1,294

State Average: 1,114

Major Achievements

- Da Vinci Design was named among an elite group of Schools That Can.
- Da Vinci Design worked closely with industry partners, Karten Design and the XPrize Foundation, to design projects that would bring real world learning and expertise into the classroom. The collaborations were featured in two articles in Fast Company's blog, "What Happens When High School Students Take a Stab at the Tricorder X Prize?" and "4 Things That Ninth Graders Can Teach You About Risk-Taking Design."
- In 2013, Da Vinci Design was reaccredited by the Western Association of Schools & Colleges for six years, the longest accreditation term granted by WASC.
- Da Vinci Design received an API score of 762 for 2012, an increase of 16 points over the previous year. Ninety-one percent of students passed the English Language and Math portions of the CAHSEE test on their first attempt.
- Da Vinci Design was one of 50 semi-finalists in the 2012 Vans Custom Culture Shoe Design Competition, a national contest that attracted a pool of over 400 entrants from all 50 states. This is the second consecutive year that Da Vinci has been a semi-finalist.
- Da Vinci Design had a 97% average daily attendance rate during 2012-2013.
- In fall 2012, Da Vinci Design launched a new course, American Sign Language. ASL has been particularly helpful for learners who struggle with language acquisition, especially those with special needs. This course fulfills the UC foreign language requirement.

Focus for Improvement

- Da Vinci Design has prioritized areas for growth as follows:
- Develop and create pathways for teachers so they can support and meet the needs of all students.
- Create a math and English language pathway for students to feel successful and master their respective course.
- Continue to implement systems for longitudinal data to show student and school progress.

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 762 (out of 1000). This is an increase of 16 points compared with last year's API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 746. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 5 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 2 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

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.

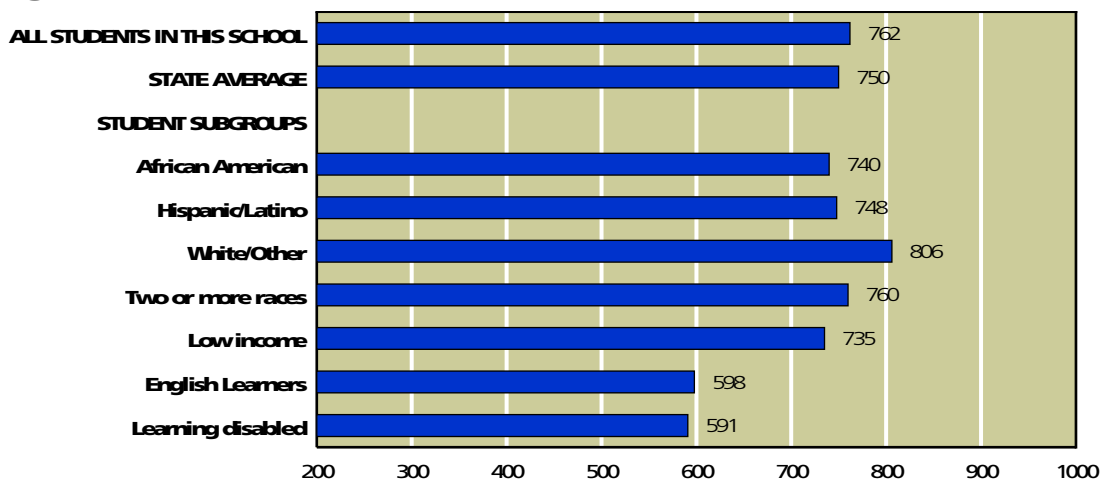
We met our assigned growth targets during the 2012–2013 school year. Just for reference, 33 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	N/A
API score	762
Growth attained from prior year	+16
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

*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. N/A - Results not available.

API, Spring 2013



SOURCE: API based on spring 2013 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 14 out of 15 criteria for yearly progress. Because we fell short in one area, 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 High School Exit Exam (CAHSEE) and the California Alternate Performance Assessment (CAPA): 88.9 percent on the English/language arts test and 88.7 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 770 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2012 must be higher than 90 percent (or satisfy alternate improvement criteria).

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	Yes
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 2013	No

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students' test results in the 2012–2013 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. 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 CAHSEE OR CAPA?	DID 88.9% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 88.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	—	●	—

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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.

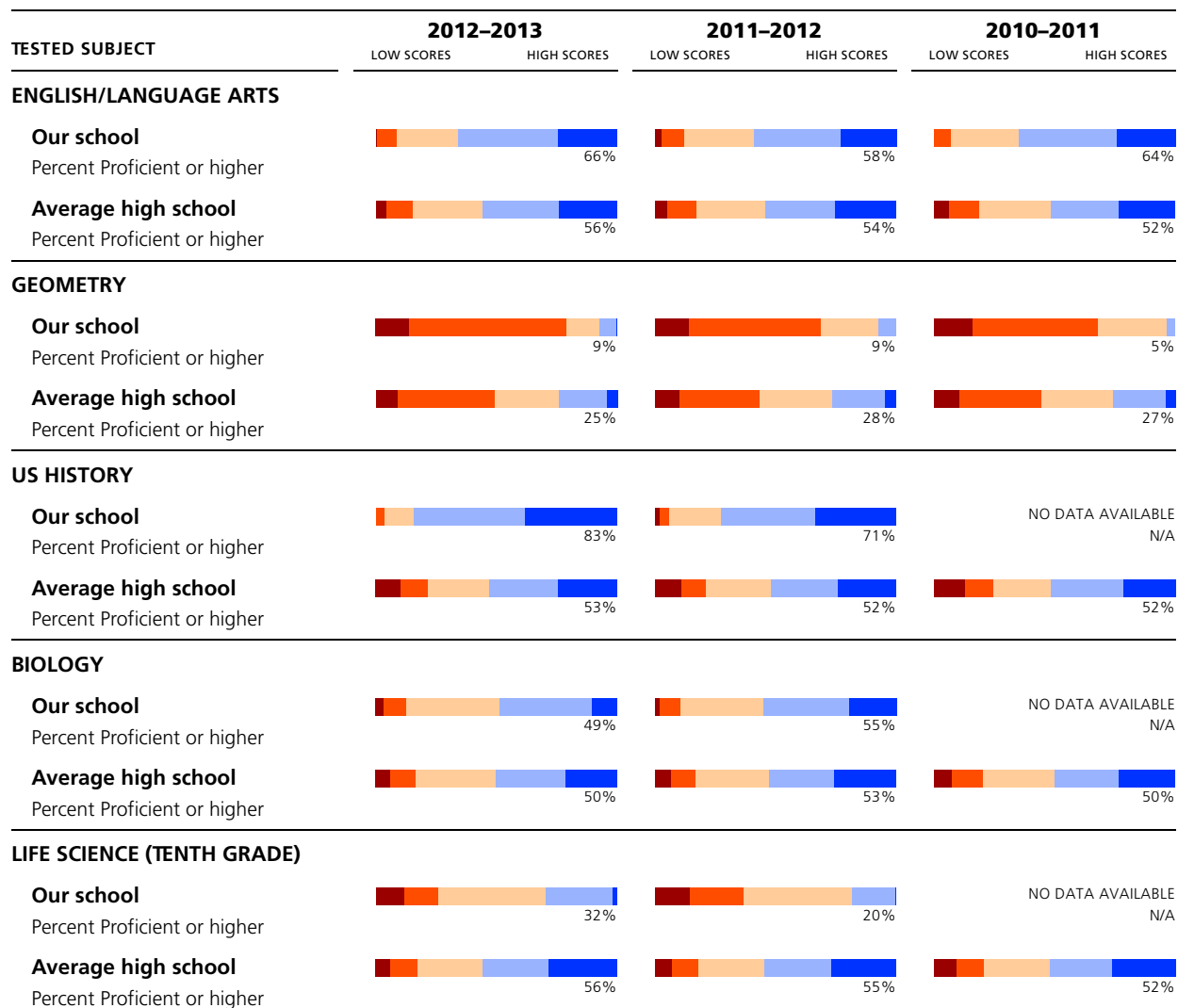
STUDENT ACHIEVEMENT

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**



SOURCE: The scores for the CST are from the spring 2013 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

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

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 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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 and the tenth grade life science test. For math, we’ve selected two courses: 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%	97%	SCHOOLWIDE AVERAGE: About ten percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			52%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			56%	94%	

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			59%	182	GENDER: About 11 percent more girls than boys at our school scored Proficient or Advanced.
Girls			70%	249	
English proficient			68%	410	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	16	
Low income			62%	211	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			70%	219	
Learning disabled	NO DATA AVAILABLE		N/A	29	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			67%	402	
African American			59%	83	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			64%	225	
White/Other			71%	92	

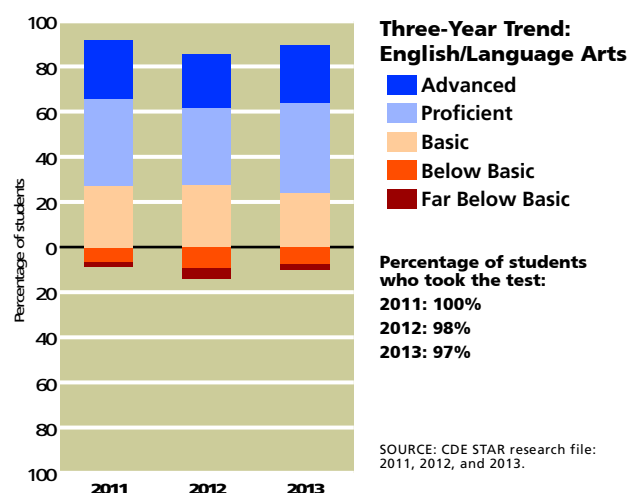
SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes 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.



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			4%	7%	SCHOOLWIDE AVERAGE: About 18 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			22%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	26%	

Subgroup Test Scores

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

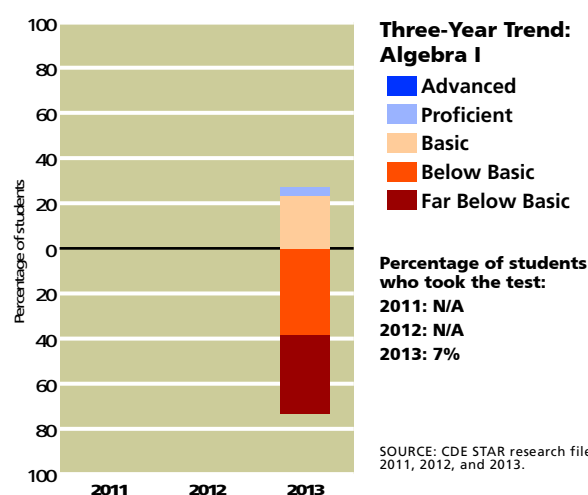
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	12	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	14	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	24	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	2	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	19	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	7	
Learning disabled	NO DATA AVAILABLE		N/A	6	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	DATA STATISTICALLY UNRELIABLE		N/S	20	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	16	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.

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 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. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. 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).

About seven percent of our students took the algebra CST, compared with 26 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			9%	33%	SCHOOLWIDE AVERAGE: About 16 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			23%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			25%	27%	

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			10%	50	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			8%	76	
English proficient			9%	120	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	3	
Low income			9%	65	INCOME: About the same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income			8%	61	
Learning disabled	NO DATA AVAILABLE		N/A	9	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			9%	117	
African American	DATA STATISTICALLY UNRELIABLE		N/S	22	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			8%	72	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	23	

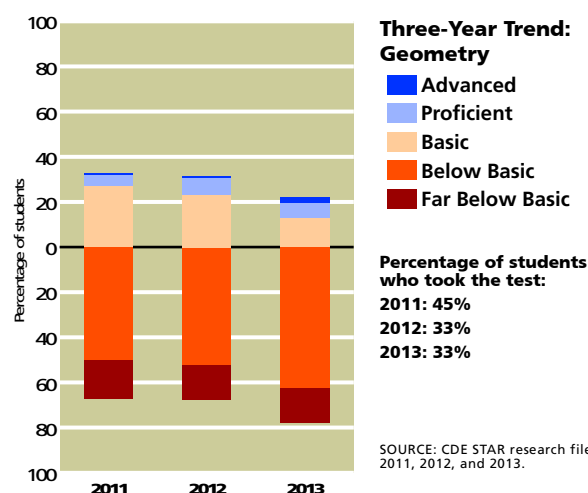
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N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. 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).

About 33 percent of our students took the geometry CST, compared with 27 percent of all high school students statewide. 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			83%	100%	SCHOOLWIDE AVERAGE: About 30 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			50%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			53%	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			83%	48	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			83%	76	
English proficient			85%	112	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			84%	69	INCOME: About the same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income			83%	54	
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			85%	114	
African American			87%	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			80%	69	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	21	

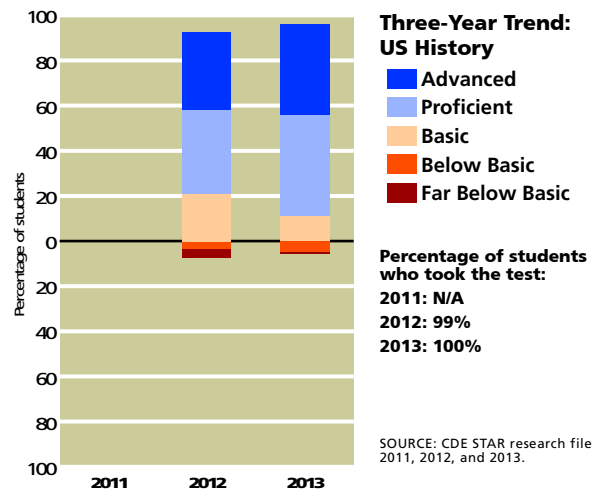
SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes 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 eleventh grade 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).

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			49%	31%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			45%	41%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			50%	40%	

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			41%	46	GENDER: About 12 percent more girls than boys at our school scored Proficient or Advanced.
Girls			53%	75	
English proficient			50%	110	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	10	
Low income			43%	67	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			57%	53	
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			51%	111	
African American	DATA STATISTICALLY UNRELIABLE		N/S	29	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			47%	68	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	21	

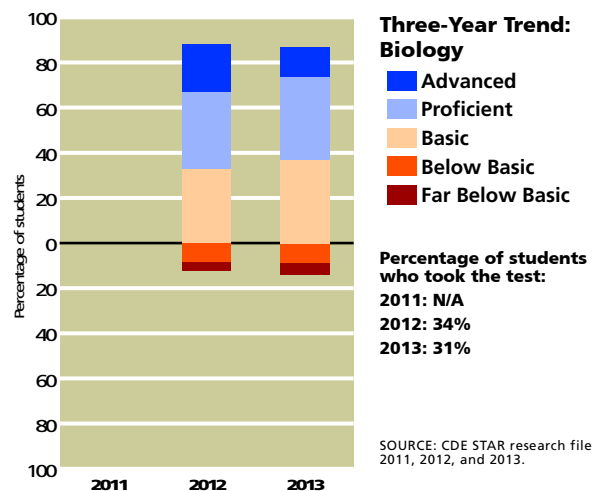
SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes 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. Any student in grades nine, ten, or eleven who took biology is included in this analysis. 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).

About 31 percent of our students took the biology CST, compared with 40 percent of all high school students statewide. 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			32%	100%	SCHOOLWIDE AVERAGE: About 24 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			52%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			56%	93%	

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			36%	62	GENDER: About eight percent more boys than girls at our school scored Proficient or Advanced.
Girls			28%	78	
English proficient			32%	138	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	2	
Low income			24%	79	INCOME: About 18 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			42%	61	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	14	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			32%	126	
African American	DATA STATISTICALLY UNRELIABLE		N/S	28	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			29%	75	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	28	

SOURCE: The scores for the CST are from the spring 2013 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.

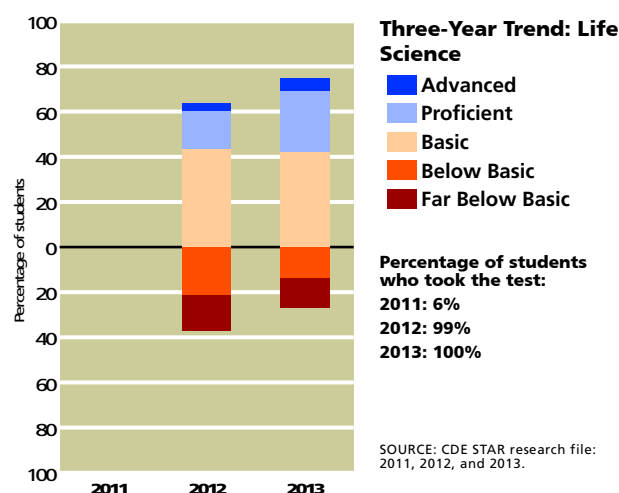
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test 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 [science standards](#) on the CDE's Web site. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

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.



PREPARATION FOR COLLEGE AND THE WORKFORCE

College counselors keep 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 2012–2013, all tenth grade students took the PSAT and Da Vinci Design students visited Pepperdine, Pitzer College, Harvey Mudd, Loyola Marymount University, UC Irvine, and UC San Diego 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, and online test prep. Recently a member of the college counseling team has joined in the student-led conferences so both the parent and student have the opportunity to discuss the students' performance within the context of prospective college opportunities available.

Da Vinci Design has formed several partnerships with local corporations and universities to provide mentoring support to our students. These organizations include: UCLA/Riordan Scholars program, the UCLA Riordan Saturday Business Academy, and the DIRECTV Mentor Program.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	N/A	49%	44%
SAT critical reading	Average score of those who took the SAT critical reading test	N/A	466	491
SAT math	Average score of those who took the SAT math test	N/A	486	510
SAT writing	Average score of those who took the SAT writing test	N/A	471	491

SOURCE: SAT test data provided by the College Board for the 2011–2012 school year. County and state averages represent high schools only.

The College Board did not report how many of Da Vinci Design's students took the SAT.

College Preparation

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2012 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	N/A	41%	41%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2012. County and state averages represent high schools only.

In the 2011–2012 school year, Da Vinci Design did not report whether its students passed the courses required for admission to the University of California (UC) or the California State University (CSU) colleges. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The [University of California](#) has the same set of courses required.

Another view of our school's effectiveness in preparing students for college is to ask: "How many of our students took courses in the 2012–13 school year that met the requirements for admission to the UC or CSU systems?" The answer to that question is contained in the Data Almanac, which is the last section of this annual report.

Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including [Advanced Placement](#) (AP) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	0%	5%	4%

SOURCE: This information provided by the California Department of Education.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their materials. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative.

Students who take AP courses and pass the AP exams with scores of 3 or higher may qualify for college credit. Our high school offers five different courses that you'll see listed in the table.

More information about the [Advanced Placement program](#) is available from the College Board.

AP COURSES OFFERED	NUMBER OF COURSES
Fine and Performing Arts	0
Computer Science	0
English	0
Foreign Language	5
Mathematics	0
Science	0
Social Science	0
Total	5

SOURCE: This information is provided by the California Department of Education.

AP Exam Results, 2011–2012

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	15%	35%	32%
Number of AP exams taken	Average number of AP exams each of these students took in 2011–2012	1.0	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	100%	53%	59%

SOURCE: AP exam data provided by the College Board for the 2011–2012 school year.

Here at Da Vinci Design, 15 percent of juniors and seniors took AP exams. In California, 32 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.0 AP exams, compared with 1.8 for students in the average high school in California.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2012–2013	67%	N/A	57%
2011–2012	63%	N/A	56%
2010–2011	71%	N/A	59%
Math			
2012–2013	48%	N/A	60%
2011–2012	45%	N/A	58%
2010–2011	46%	N/A	56%

SOURCE: California Department of Education, SARC research file.

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2012–2013 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	33%	24%	43%	52%	36%	12%
African American	36%	29%	36%	54%	38%	8%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	36%	21%	43%	49%	38%	13%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	18%	29%	53%	41%	47%	12%
Two or more races	44%	33%	22%	83%	6%	11%
Male	33%	31%	37%	49%	35%	16%
Female	34%	20%	46%	54%	36%	10%
Socioeconomically disadvantaged	41%	18%	41%	48%	38%	14%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with disabilities	83%	17%	0%	92%	8%	0%
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

High School Completion

This table shows the percentage of seniors in the graduating class of 2013 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE twice in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results](#), and additional detail by gender, ethnicity, and English language fluency, is available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2013)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	99%	99%
African American	96%	98%
American Indian or Alaska Native	N/A	N/A
Asian	100%	100%
Filipino	100%	100%
Hispanic or Latino	100%	99%
Pacific Islander	100%	100%
White (not Hispanic)	100%	100%
Two or more races	N/A	N/A
Socioeconomically disadvantaged	100%	100%
English Learners	100%	86%
Students with disabilities	100%	100%

SOURCE: This data comes from the school district office.

Dropouts and Graduates

DROPOUT RATE: We define a [dropout](#) as any student who left school before completing the 2011–2012 school year, or who hasn't re-enrolled in school for the 2012–2013 year by October 2012.

In the past, identifying dropouts was difficult because students often did not report why they were leaving or where they were going. Now districts use the Statewide Student Identifier (SSID), which can locate students who have enrolled in schools elsewhere in California, making dropout counts more accurate. This tracking system has been in place since the 2006–2007 school year.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (four year)			
Class of 2012	N/A	15%	13%
Class of 2011	N/A	17%	15%
Class of 2010	N/A	19%	17%
Graduation rate (four year)			
Class of 2012	N/A	75%	79%
Class of 2011	N/A	74%	77%
Class of 2010	N/A	70%	75%

SOURCE: Dropout data comes from CALPADS, October 2012.

GRADUATION RATE: This is the second year that the California Department of Education has relied upon its new system for counting whether individual students graduate in four years. Because officials have gathered this data for six years, they are now able to report on the graduation rates of the students who graduated in 2010, 2011 and 2012. This new approach to tracking individual students replaces a method of estimating graduation rates based on the numbers of students enrolled in each grade level. As a result, the new method is far more accurate.

Note that the high school completion rate we report in the preceding section shows only how many seniors graduated. The rate we report here indicates how students have fared over the four years leading to graduation.

Workforce Preparation

Da Vinci Schools offers students a real world, project based curriculum that brings industry expertise into the classroom. Local designers work directly with Da Vinci Design students and teachers providing project planning support, mentoring, guest lecturing, co-teaching, hosting field trips, and more. Students gain additional work experience through required service learning projects in the community as well as leadership and advocacy opportunities both on and off campus. During 2012–2013, Da Vinci Design collaborated with Karten Design and the XPrize Foundation on two projects, Tricorder Lite and Amped About Design. The Da Vinci-Karten-XPrize collaborations were featured in two articles in the prestigious Fast Company blog.

Da Vinci Schools established the Real World Learning program in the second semester of 2011–2012 to bridge the gap between the classroom and the workplace. In the first semester of 2012–2013, 60 juniors completed work assignments at local work experience and internship partners, including Northrop Grumman, Belkin, Boeing, Mattel, Hilton Hotels, Kerlan-Jobe Orthopedic Clinic, Best Buy, and more.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 31 students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about [career technical education](#) policy is available on the CDE Web site.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	31
Percentage of students completing a CTE program and earning a high school diploma	0%
Percentage of CTE courses coordinated with colleges	100%

SOURCE: Information provided by the school district.

STUDENTS

Students' English Language Skills

At Da Vinci Design, 97 percent of students were considered to be proficient in English, compared with 89 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	97%	87%	89%
English Learners	3%	13%	11%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 21 students classified as English Learners. At Da Vinci Design, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	95%	87%	83%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	2%
Korean	0%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	5%	8%	9%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent high schools only.

Ethnicity

Most students at Da Vinci Design identify themselves as Hispanic/Latino. In fact, there are about two times as many Hispanic/Latino students as White 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 “two or more races” 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	18%	9%	7%
Asian American/ Pacific Islander	4%	11%	12%
Hispanic/Latino	51%	62%	49%
White	23%	15%	28%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. 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 \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Da Vinci Design, 46 percent of the students qualified for this program, compared with 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	46%	62%	52%
Parents with some college	77%	49%	58%
Parents with college degree	48%	28%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 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 77 percent of the students at Da Vinci Design have attended college and 48 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 66 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. The average class size of all courses at Da Vinci Design varies from a low of 22 students to a high of 33. Our average class size schoolwide is 24 students. The average class size for high schools in the state is 20 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	OUR DISTRICT
English	22	23
History	30	28
Math	33	29
Science	33	31

SOURCE: California Department of Education, SARC Research File. District averages represent high schools only.

Safety

In our small school, students and staff know each other well. There is a culture of family support.

There has not been a single fight since August

2009, when we opened. Da Vinci Design has 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 3:55 p.m. All teachers offer “office hours” a minimum of twice a week from 8–9 am, time when students have the option of coming in for extra help.

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 afterschool 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 Design, please contact Denise Colwell at djcolwell@juno.com.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Dr. Matthew Wunder serves as executive director. He has 24 years of experience as an administrator, teacher, and counselor.

Da Vinci Schools are governed by a strong Board of Trustees: Chet Pipkin, founder, chairman, president and CEO of Belkin International; Dr. Donald Brann, former superintendent of the Wiseburn School District; Gary Wayland, co-founder of Wayland and 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	0%	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	7%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	88%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	13%	N/A	N/A

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

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

“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 13 percent of our teachers were working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2013–2014 school year.

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. 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 with lower concentrations of low-income students.

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.

Staff Development

Da Vinci Schools devote substantial time and resources to staff development and collaborative planning. Every Friday, Da Vinci staff meet from 8:00–9:30 am to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance. Within this time, teachers also hold in grade-level meetings to plan interdisciplinary projects and events, i.e. student-led conferences, exhibitions, and portfolio defenses, and to conduct job-alike meetings (collegial coaching, vertical alignment of content). Professional Development time also is used to develop Expected Schoolwide Learning Results, Habits of Mind, and 21st century skills.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	22.0
2011–2012	0.0
2010–2011	0.0

SOURCE: This information is supplied by the school district.

In 2012–2013, Da Vinci Design teachers received 23 days of paid professional development 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 2012–2013, Da Vinci Design formed WASC Focus Groups to prepare for the WASC Visiting Committee visit. These focus groups analyzed Da Vinci Design's strengths and growth areas, and staff collaborated to prioritize areas of growth and to establish a Schoolwide Action Plan.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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)
Academic counselors	0.0
Behavioral/career counselors	3.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	4.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Da Vinci Design employs a Design Curriculum Consultant who is a working professional and professor at Art Center College of Design, one of the world's best design schools according to Businessweek. In 2012–2013, Da Vinci Design offered four college level design seminars (electives) taught by Art Center professors: Design 360, illustration, architecture, and industrial design.

Da Vinci Design has developed a dual-enrollment program with Antioch University Los Angeles. During the 2012–2013 school year, Da Vinci Design offered three early college classes, including history 101, history 102, and psychology. Additionally, civil engineering & architecture was offered as a Project Lead the Way course.

Da Vinci Schools established the Real World Learning program in the second semester of 2011–2012 to bridge the gap between the classroom and the workplace. In the first semester of 2012–2013, 60 juniors completed work assignments at local work experience and internship partners, including Northrop Grumman, Belkin, Boeing, Mattel, Hilton Hotels, Kerlan-Jobe Orthopedic Clinic, Best Buy, and many others.

Da Vinci Design offers many seminar 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 state and federal Content Standards. Recent seminars have included toy product design, 3D design, murals, wood design, custom ink, fibers, computer modeling & design, improv, yearbook, public speaking, work experience, filmmaking, Chinese, yoga, cross circuit training, and many more.

Special Education Program

The Special Education program at Da Vinci Schools served 102 students in the 2012–2013 school year, and employed six full-time credentialed teachers and one full-time aide. Da Vinci Design implements a full inclusion model, where special education students are fully integrated in general education courses, and supported by practices of co-teaching and planning between general and special education teachers. This support includes testing, IEP analysis and support, resource classes and resource seminars, grade level meetings in which optimal means of supporting students are discussed, and push-in team teaching for ninth grade.

English Learner Program

In the 2012–2013 school year, Da Vinci Schools served 313 students who spoke 12 primary languages other than English. Three percent of Da Vinci's overall population is considered English Language Learners (EL). English Language Learners were a part of a Structured English Immersion instructional model whereby students are supported with SDAIE strategies in all English courses. Da Vinci Design offers an English support seminar, taught twice a week by a credentialed teacher. This seminar consists of small-group and individual instruction aimed at increasing students' reading, speaking and writing fluency.

RESOURCES

Buildings

In November 2010, residents in our community approved an \$87 million general obligation bond to build a state-of-the art high school facility. The projected opening of the new campus is August 2017. In the meantime, Da Vinci Design is housed in a facility that is clean and well maintained.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Computers

The ratio of students to computers is 1:1. All student work is maintained in a digital portfolio. Students develop proficiency in word processing, PowerPoint, video presentation, Excel, Internet research, and Web design.

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.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum and the Transition to the Common Core

For many 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.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

Science Labs

Facts about our science labs, called for by the Williams legislation, are available in an online report. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2013–2014 school year.

SCHOOL EXPENDITURES

Despite the challenging economy, our reserves are fully funded, and there will be no layoffs or furloughs. We live within our means. The Da Vinci Schools budget is approximately \$10 million.

Spending per Student (2011–2012)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 490 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$6,769	\$6,700	1%	\$5,653	20%
Restricted funds (\$/student)	\$577	\$511	13%	\$3,083	-81%
TOTAL (\$/student)	\$7,347	\$7,211	2%	\$8,736	-16%

SOURCE: Information provided by the school district.

* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2011–2012)

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 (all certificated staff)	\$1,566,112	\$212,489	\$1,778,601	49%
Other staff salaries	\$446,348	N/A	N/A	N/A
Benefits	\$458,022	\$50,373	\$508,395	14%
Books and supplies	\$285,018	\$11,591	\$296,609	8%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$558,321	\$8,143	\$566,464	16%
TOTAL	\$3,313,821	\$282,596	\$3,596,417	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation of Staff with Teaching Credentials (2011–2012)

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. We had 25 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$69,831	\$72,067	-3%	\$71,848	-3%
Retirement benefits	\$5,751	\$5,937	-3%	\$5,888	-2%
Health and medical benefits	\$7,479	\$7,120	5%	\$10,391	-28%
Other benefits	N/A	N/A	N/A	\$720	N/A
TOTAL	\$83,061	\$85,123	-2%	\$88,847	-7%

SOURCE: Information provided by the school district.

* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2011–2012)

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	\$1,778,601	84%
Retirement benefits	\$146,471	7%
Health and medical benefits	\$190,481	9%
Other benefits	N/A	N/A
TOTAL	\$2,115,553	

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 2013. The CDE may release additional or revised data for the 2012–2013 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

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 additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

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	650
Black/African American	18%
American Indian or Alaska Native	0%
Asian	2%
Filipino	1%
Hispanic or Latino	51%
Pacific Islander	1%
White (not Hispanic)	23%
Two or more races	4%
Ethnicity not reported	0%
Socioeconomically disadvantaged	48%
English Learners	4%
Students with disabilities	7%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. 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	36
Grade 1	32
Grade 2	34
Grade 3	0
Grade 4	0
Grade 5	13
Grade 6	11
Grade 7	1
Grade 8	2
Grade 9	133
Grade 10	139
Grade 11	127
Grade 12	122

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2010–2011	2011–2012	2012–2013
English	N/A	29	22
History	N/A	28	30
Math	N/A	29	33
Science	N/A	29	33

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course, Detail

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

SUBJECT	2010–2011			2011–2012			2012–2013		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	0	0	6	1	15	2	0	7	14
History	0	0	5	0	9	0	2	7	7
Math	0	0	5	0	12	1	0	5	9
Science	0	0	5	0	12	1	0	4	9

SOURCE: CALPADS, October 2012.

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.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	83%	54%	32%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2012–2013 school year.

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.

During the 2012–2013 school year, we had six suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	1	1	N/A
2011–2012	1	1	N/A
2010–2011	2	3	14
Expulsions per 100 students			
2012–2013	0	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	1

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. 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.

TEACHERS	SCHOOL			DISTRICT
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	0	16	N/A	N/A
Without Full Credential	15	12	N/A	N/A
Teaching out of field	11	1	N/A	N/A

SOURCE: Information provided by the school district.

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.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	64%	58%	66%	71%	73%	73%	54%	56%	55%
History/social science	61%	76%	85%	68%	69%	70%	48%	49%	49%
Mathematics	4%	10%	14%	51%	51%	52%	49%	50%	50%
Science	N/A	23%	36%	81%	66%	66%	57%	60%	59%

SOURCE: STAR results, spring 2013 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.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2012–2013	HISTORY/ SOCIAL SCIENCE 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
African American	60%	88%	4%	25%
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%	81%	9%	31%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	73%	95%	28%	57%
Two or more races	86%	N/A	23%	N/A
Boys	60%	87%	16%	42%
Girls	71%	84%	13%	31%
Socioeconomically disadvantaged	61%	85%	6%	25%
English Learners	12%	62%	N/A	N/A
Students with disabilities	47%	55%	8%	36%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

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	2010–2011	2011–2012	2012–2013
Statewide rank	3	N/A	5
Similar-schools rank	1	N/A	2

SOURCE: The API Base Report from May 2013.

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.

SUBGROUP	ACTUAL API CHANGE			API
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	N/A	N/A	+16	762
Black/African American	N/A	N/A	-5	740
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	+11	748
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	+13	806
Two or more races	N/A	N/A	N/A	760
Socioeconomically disadvantaged	N/A	N/A	+46	735
English Learners	N/A	N/A	-27	598
Students with disabilities	N/A	N/A	+81	591

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

API Scores by Subgroup

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

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	432	762	1,950	870	4,655,989	790
Black/African American	83	740	385	876	296,463	708
American Indian or Alaska Native	0	N/A	4	N/A	30,394	743
Asian	7	N/A	69	903	406,527	906
Filipino	5	N/A	39	922	121,054	867
Hispanic or Latino	228	748	1,145	853	2,438,951	744
Pacific Islander	3	N/A	24	846	25,351	774
White (non Hispanic)	92	806	195	919	1,200,127	853
Two or more races	14	760	85	908	125,025	824
Socioeconomically disadvantaged	229	735	980	841	2,774,640	743
English Learners	16	598	453	816	1,482,316	721
Students with disabilities	38	591	249	759	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

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 770 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 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	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

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	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	1
Percentage of schools currently in PI	17%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

DISTRICT EXPENDITURES

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 2011–2012			
Total expenses	N/A	N/A	\$46,420,178,248
Expenses per student	N/A	N/A	\$8,382
FISCAL YEAR 2010–2011			
Total expenses	N/A	N/A	\$46,278,595,991
Expenses per student	N/A	N/A	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

Percentage of students who leave school and don't continue elsewhere. Percentage of students who graduate in four years.

KEY FACTOR	DISTRICT	STATE
Dropout rate (four-year)		
Class of 2012	N/A	13%
Class of 2011	N/A	15%
Class of 2010	N/A	17%
Graduation rate (four-year)		
Class of 2012	N/A	79%
Class of 2011	N/A	77%
Class of 2010	N/A	75%

SOURCE: CALPADS, October 2012.

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

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	45%	46%	64%
Percentage of graduates from class of 2012 who completed all courses required for UC/CSU admission	N/A	100%	41%

SOURCE: CALPADS, October 2012, for the percentage of students enrolled in courses required for UC/CSU admission. 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 critical reading, math, and writing scores of those students.

KEY FACTOR	2009–2010	2010–2011	2011–2012
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 2012, 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.

CAREER TECHNICAL EDUCATION

Programs and Courses

Our district offers courses intended to help students prepare for the world of work.

These career technical education courses (CTE, formerly known as vocational education) are open to all students.

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Project Lead The Way	Intro to Engineering Design	El Camino College /Northrop	No	Yes	Yes
Project Lead The Way	Principles of Engineering	El Camino College /Aerospace Corp.	No	Yes	Yes
Project Lead The Way	Engineering Design & Development	El Camino College /Boeing	No	Yes	Yes
Project Lead The Way	Digital Electronics	El Camino College /Raytheon	No	Yes	Yes
Robotics Seminar	FRC Robotics	In partnership with Raytheon/Com Dev	No	Yes	No
Project Lead The Way	Biotechnical Engineering		No	Yes	Yes
Project Lead The Way	Aerospace Engineering	In partnership w/ Northrop	No	Yes	Yes
Seminar	Flight School	In partnership with Giving Kids Wings	No	Yes	Yes
Seminar/SeaPerch Curriculum	Submarine Robotics	In partnership w/ Office of Naval Research	No	Yes	Yes

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Project Lead The Way	Computer Science Engineering		No	Yes	Yes
Project Lead The Way	Civil Engineering & Architecture		No	Yes	Yes
Seminar	Computer-Integrated Manufacturing	In partner ship with CXC Simulat ions	No	Yes	Yes

Advisors

If you'd like more information about the programs our schools offer in career technical education, please speak with our staff. More information about career technical education policy is available on the [CDE Web site](#).

FIELD OR INDUSTRY	ADVISOR	PHONE	EMAIL
Project Lead The Way	Steve Wallis, Principal – Da Vinci Science	310-725-5800	swallis@davincischools.org

TEXTBOOKS**Textbook Adoption List**

Da Vinci Schools use only online teaching materials
and thus do not have a textbook adoption list.

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE