

# Da Vinci Science

School Accountability Report Card, 2010–2011

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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# Da Vinci Science

## School Accountability Report Card, 2010–2011 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 2010–2011 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://www.schoolwisepress.com/sarc/links\\_2011\\_en.html](http://www.schoolwisepress.com/sarc/links_2011_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

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

### How to Contact Our District

13500 Aviation Boulevard  
Hawthorne, CA 90250  
Phone: (310) 643-3025  
<http://www.wiseburn.k12.ca.us>



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# Da Vinci Science

School Accountability Report Card, 2010–2011  
Da Vinci Schools



## » Principal's Message

Da Vinci Science is a dynamic, small, award-winning public charter high school in Los Angeles authorized by the Wiseburn School District and accredited by the Western Association of Schools and Colleges. Da Vinci Science is a member of the Coalition of Essential Schools and is a Certified Charter School of the California Charter Schools Association.

All Da Vinci students take University of California (UC)/California State University (CSU) approved college-prep courses throughout their four years at Da Vinci Science and are required to complete two early college classes to graduate. Students enrolled in Da Vinci Science are preparing for careers in science, technology, engineering, and mathematics (STEM)-related fields.

Serving diverse students from more than 49 zip codes across Los Angeles County, Da Vinci Science has five distinctive strengths: an innovative, project-based curriculum that engages students' interests and motivates them to learn; a small and personalized learning environment where every student is known, seen, and valued; strategic public-private partnerships with many corporate, nonprofit, and educational institutions; internships where high school students gain real-world work experience; and an early college program where students take college classes for credit (at no charge to them) while they simultaneously earn their high school diploma. 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."

Students present their work in two evening exhibitions per year, complete a job shadow in tenth grade, an internship in eleventh grade, and a senior project in twelfth grade. Da Vinci students also are required to complete 25 hours of community service every year and to present and defend their work at the end of each school year to matriculate to the next grade level.

Located in the heart of aerospace country, Da Vinci Science has formed extensive partnerships with industry and university leaders, including Northrop Grumman, Boeing, Chevron, Raytheon, Belkin International, Cal Poly San Luis Obispo, University of Southern California (USC), UCLA, CSULA, and El Camino College that offer job shadowing opportunities, internships, mentoring, and project support to help students master the real-world knowledge and skills that do not appear in the California Content Standards. These industry partners also teach or co-teach many of our seminar (elective) courses such as robotics, flight school, aerospace engineering, principles of engineering, and more. Da Vinci Science welcomed its first class of students on August 18, 2009. The first class will graduate in June 2012.

Matthew Wunder

### Grade range and calendar

**9–11**

TRADITIONAL

### Academic Performance Index

**N/A**

County Average: 716  
State Average: 744

### Student enrollment

**367**

County Average: 1,338  
State Average: 1,142

### Teachers

**16**

### Students per teacher

**23**

## Major Achievements

- The Northrop Grumman Innovation Lab at Da Vinci Science is recognized nationally as a role model for STEM innovation.
- Da Vinci Science won the American Society of Engineering Education (ASEE) 2011 Excellence in Engineering Education Collaboration Award for its extensive collaboration with Northrop Grumman and other key partners.
- Da Vinci Schools were awarded two large Energy for Learning grants by Chevron in 2010 and 2011 as part of the company’s investment in South Bay schools to advance STEM education and inspire the next generation of scientists and engineers.
- Da Vinci Science was featured at the 2011 ASEE Conference with two poster sessions on the agenda. Dr. Ray Haynes, Da Vinci’s Director of STEM Integration and a retired Northrop engineer, moderated a panel on Evolutionary Models for College-Industry Partnerships that explored emerging strategies in industry-education partnerships, including how to attract more K–12 students into STEM college programs and careers.
- Da Vinci Schools won the Best Community Service Award in the 2011 QuikScience Challenge, a national competition sponsored by the USC Wrigley Institute for Environmental Studies; Quiksilver, Inc.; and the Quiksilver Foundation.
- Da Vinci Science was cited by the U.S. Department of State as a best-practice example that demonstrates how industry, government, academia, and the K–12 community can effectively collaborate to engage students in STEM education.

**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.

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

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

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

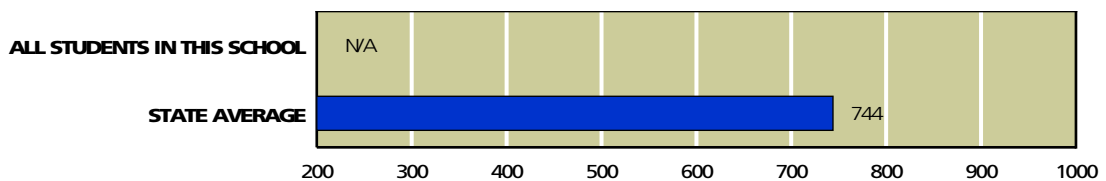
In 2010–2011, a total of 630 Da Vinci Design and Da Vinci Science students in grades nine through eleven participated in California Standardized Testing (CST). Unfortunately, while the California science content standards expressly recognize that the science subject areas may be taught in different orders at the high school level and “there is no mandate that a particular content strand be completed in a particular grade” (Science Framework for CA Public Schools K–12), the CDE invalidated Da Vinci’s 2011 schoolwide scores based on their determination that not enough students participated in life sciences testing, which is typically taken by tenth graders in the state. Like many other successful schools, including High Tech High in San Diego, we follow the “Physics First” model of science education, believing that physics most naturally provides an introduction at this level to inquiry-based science and kinesthetic learning and alignment with the geometry and math curriculum at this level. This is followed by chemistry in tenth grade, which lays a better understanding for comprehension of biology in eleventh grade. In twelfth grade, our students re-visit elements of physics that require higher-level math concepts, along with earth science and additional higher-level science in such topics as anatomy. Thus, 100 percent our ninth grade students take the physics CST test, compared to minimal numbers of only the most highly achieving students at other schools (For example, just 2.6 percent of all the students in the Centinela Valley Union High District, and just 15 percent of high school students statewide take the physics test). In response to the CDE’s decision in 2010–2011, and due to the fact that we have a full contingent of eleventh graders this year taking biology, we do not anticipate any issues in the 2011–2012 school year in obtaining an official API score.

**API RANKINGS:** Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 807. 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 8 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 10 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.

**API, Spring 2011**



SOURCE: API based on spring 2011 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 12 out of 13 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): 66.7 percent on the English/language arts test and 66.1 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 710 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 2010 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 <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>No</b>
<b>Met graduation rate</b>	<b>N/A</b>
<b>Program Improvement school in 2011</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students’ test results in the 2010–2011 school year or earlier.

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

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL    ● DID NOT MEET GOAL    — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.1% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

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





















## STUDENT ACHIEVEMENT

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

### California Standards Tests

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

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

TESTED SUBJECT	2010–2011		2009–2010		2008–2009	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
<b>ENGLISH/LANGUAGE ARTS</b>						
<b>Our school</b> Percent Proficient or higher	 75%		 82%		NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher	 52%		 50%		 47%	
<b>GEOMETRY</b>						
<b>Our school</b> Percent Proficient or higher	 9%		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher	 27%		 24%		 24%	
<b>US HISTORY</b>						
<b>Our school</b> Percent Proficient or higher	 69%		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher	 51%		 48%		 47%	
<b>BIOLOGY</b>						
<b>Our school</b> Percent Proficient or higher	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher	 50%		 47%		 43%	
<b>LIFE SCIENCE (TENTH GRADE)</b>						
<b>Our school</b> Percent Proficient or higher	 0%		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
<b>Average high school</b> Percent Proficient or higher	 52%		 48%		 46%	

SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

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

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

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 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			75%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 23 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			47%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			52%	95%	

### Subgroup Test Scores

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

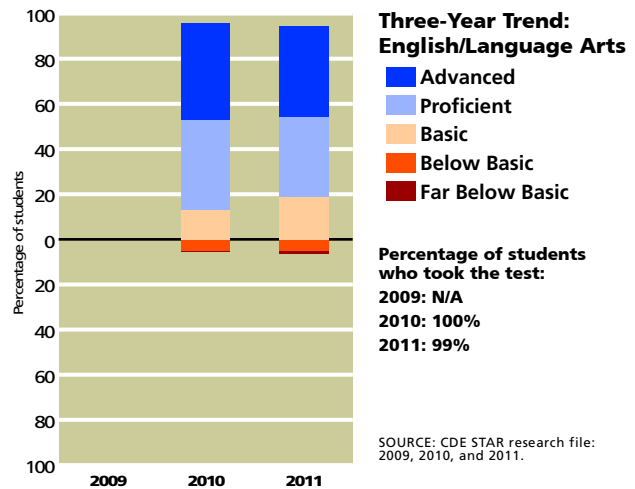
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			72%	207	<b>GENDER:</b> About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			80%	138	
English proficient			76%	336	<b>ENGLISH PROFICIENCY:</b> 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	7	
Low income			71%	171	<b>INCOME:</b> About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			80%	172	
Learning disabled	NO DATA AVAILABLE		N/A	13	<b>LEARNING DISABILITIES:</b> 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			78%	332	
African American			75%	62	<b>ETHNICITY:</b> 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.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	21	
Hispanic/Latino			72%	186	
White/Other			83%	39	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	28	

SOURCE: The scores for the CST are from the spring 2011 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	NO DATA AVAILABLE		N/A	N/A	<b>SCHOOLWIDE AVERAGE:</b> Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			19%	28%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			21%	29%	

### Subgroup Test Scores

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

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

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

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about 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%	36%	<b>SCHOOLWIDE AVERAGE:</b> 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			23%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			27%	26%	

### Subgroup Test Scores

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

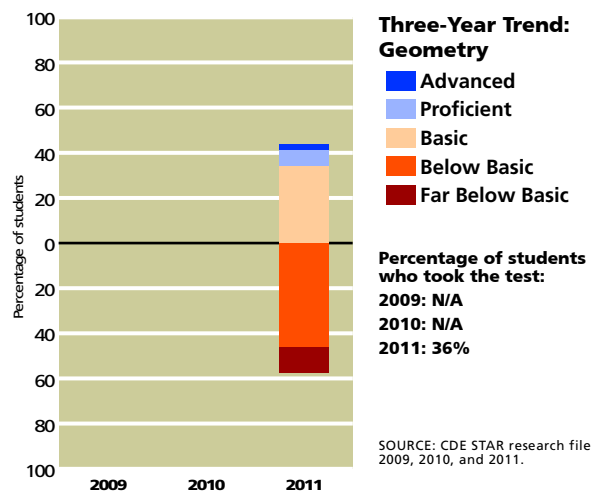
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			6%	84	<b>GENDER:</b> About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls			15%	41	
English proficient			9%	122	<b>ENGLISH PROFICIENCY:</b> 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			5%	64	<b>INCOME:</b> About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			13%	60	
Learning disabled	NO DATA AVAILABLE		N/A	4	<b>LEARNING DISABILITIES:</b> 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%	121	
African American	DATA STATISTICALLY UNRELIABLE		N/S	15	<b>ETHNICITY:</b> 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			3%	70	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	18	

SOURCE: The scores for the CST are from the spring 2011 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 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 36 percent of our students took the geometry CST, compared with 26 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
<b>SCHOOLWIDE AVERAGE</b>			69%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 18 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			48%	96%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			51%	96%	

### Subgroup Test Scores

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

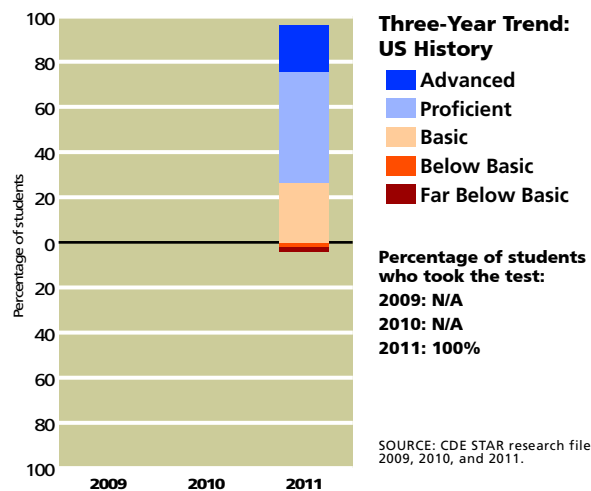
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	DATA STATISTICALLY UNRELIABLE		N/S	25	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	24	
<b>English proficient</b>			72%	47	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	1	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	29	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>Not low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	19	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	1	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			69%	48	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	26	<b>ETHNICITY:</b> 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.
<b>White/Other</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	

SOURCE: The scores for the CST are from the spring 2011 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	NO DATA AVAILABLE		N/A	N/A	<b>SCHOOLWIDE AVERAGE:</b> Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE HIGH SCHOOL IN THE COUNTY			44%	38%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			50%	37%	

**Subgroup Test Scores**

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

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

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

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

To read more about the [California standards for science](#) visit the CDE’s Web site.

**Life Science (Tenth Grade)**

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			0%	8%	<b>SCHOOLWIDE AVERAGE:</b> About 52 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			46%	94%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			52%	94%	

**Subgroup Test Scores**

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

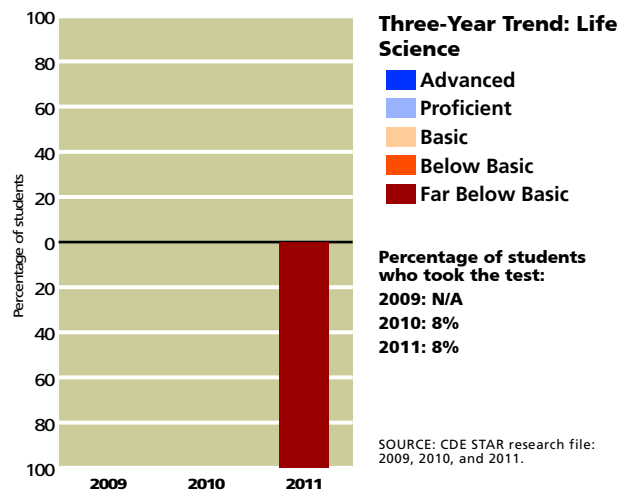
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	8	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	6	
<b>English proficient</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>INCOME:</b> 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.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	3	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	2	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	12	

SOURCE: The scores for the CST are from the spring 2011 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**

Our academic dean keeps students informed about graduation requirements, testing dates, year-by-year college planning, the college application process, entrance requirements for competitive schools, financial aid, and scholarships. In 2010–2011, all tenth grade students took the PSAT and every Da Vinci student visited USC, UCLA, Caltech, 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. Da Vinci Science’s first graduating class will be in 2012.

**SAT College Entrance Exam**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT participation rate</b>	Percentage of seniors who took the test	N/A	41%	37%
<b>SAT critical reading</b>	Average score of juniors and seniors who took the SAT critical reading test	N/A	478	498
<b>SAT math</b>	Average score of juniors and seniors who took the SAT math test	N/A	496	517
<b>SAT writing</b>	Average score of juniors and seniors who took the SAT writing test	N/A	480	497

SOURCE: SAT test data provided by the College Board for the 2009–2010 school year. County and state averages represent high schools only.

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

**College Preparation and Attendance**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>2010 graduates meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	N/A	45%	39%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2010. County and state averages represent high schools only.

In the 2009–2010 school year, Da Vinci Science 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.



### 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. Da Vinci Science offers an Early College Program in lieu of AP courses.

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

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 material. 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 no AP courses.

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

AP COURSES OFFERED	NUMBER OF COURSES
<b>Fine and Performing Arts</b>	0
<b>Computer Science</b>	0
<b>English</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total</b>	0

SOURCE: This information provided by the school district.

### AP Exam Results, 2009–2010

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Completion of AP courses</b>	Percentage of juniors and seniors who completed AP courses and took the final exams	N/A	30%	28%
<b>Number of AP exams taken</b>	Average number of AP exams each of these students took in 2009–2010	N/A	1.8	1.8
<b>AP test results</b>	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	53%	58%

SOURCE: AP exam data provided by the College Board for the 2009–2010 school year.

The College Board did not report the number of Da Vinci Science students taking AP exams.

### 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. Our pass rate for 2010–2011 for English/language arts was 95 percent, and in math it was 96 percent.

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
<b>English/language arts</b>			
2010–2011	82%	N/A	59%
2009–2010	79%	N/A	54%
2008–2009	N/A	N/A	52%
<b>Math</b>			
2010–2011	73%	N/A	56%
2009–2010	62%	N/A	54%
2008–2009	N/A	N/A	53%

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 2010–2011 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
<b>Tenth graders</b>	18%	19%	63%	27%	40%	33%
<b>African American</b>	25%	25%	50%	46%	32%	21%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	8%	17%	75%	8%	33%	58%
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	18%	21%	62%	28%	41%	30%
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	9%	18%	73%	18%	55%	27%
<b>Two or more races</b>	18%	12%	71%	12%	29%	59%
<b>Male</b>	20%	18%	61%	27%	36%	37%
<b>Female</b>	14%	20%	66%	28%	44%	28%
<b>Socioeconomically disadvantaged</b>	24%	24%	52%	33%	42%	25%
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Students with disabilities</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Students receiving migrant education services</b>	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

Da Vinci Science’s first graduating class will be in 2012, so there is no high school completion data.

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 2011)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	N/A	N/A
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Two or more races	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A
English Learners	N/A	N/A
Students with disabilities	N/A	N/A

SOURCE: This data comes from the school district office.

### Dropouts and Graduates

**DROPOUT RATE:** Our dropout rate for the prior three years appears in the accompanying table. We define a [dropout](#) as any student who left school before completing the 2009–2010 school year or a student who hasn’t re-enrolled in school for the 2010–2011 year by October 2010.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate (one year)</b>			
2009–2010	N/A	4%	3%
2008–2009	N/A	5%	4%
2007–2008	N/A	5%	3%
<b>Graduation rate (four year)</b>			
2009–2010	N/A	80%	86%
2008–2009	N/A	78%	84%
2007–2008	N/A	80%	86%

SOURCE: Dropout data comes from CALPADS, October 2010. County and state averages represent high schools only.

This tracking system needs to be in place for the students’ full four years in high school to be completely accurate. As a result, the accuracy of this data will be much more reliable beginning with the graduating class of 2012.

**GRADUATION RATE:** The [graduation rate](#) is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress (AYP). The [formula](#) provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

### Workforce Preparation

Students have numerous opportunities to explore career paths and prepare for the workforce. As part of our graduation requirements, all students visit a professional worksite in the tenth grade to participate in a job shadowing experience, and they complete a five-week internship in the eleventh grade. 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.

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.

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
<b>Number of students participating in CTE courses</b>	184
<b>Percentage of students completing a CTE program and earning a high school diploma</b>	N/A
<b>Percentage of CTE courses coordinated with colleges</b>	100%

SOURCE: Information provided by the school district.

**STUDENTS**

**Students’ English Language Skills**

At Da Vinci Science, 97 percent of students were considered to be proficient in English, compared with 91 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	97%	93%	91%
English Learners	3%	7%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

**Languages Spoken at Home by English Learners, 2010–2011**

Please note that this table describes the home languages of just the 12 students classified as English Learners. At Da Vinci Science, 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	100%	83%	81%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	2%	2%
Korean	0%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	0%	9%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

**Ethnicity**

Most students at Da Vinci Science identify themselves as Hispanic/Latino. In fact, there are about twice as many Hispanic/Latino students as African American students, the second-largest ethnic group at Da Vinci Science. 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	22%	10%	7%
Asian American/Pacific Islander	11%	11%	12%
Hispanic/Latino	48%	61%	48%
White	19%	16%	29%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent high schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. At Da Vinci Science, 51 percent of the students qualified for this program, compared with 50 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	51%	62%	50%
Parents with some college	72%	47%	57%
Parents with college degree	42%	26%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 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 72 percent of the students at Da Vinci Science have attended college and 42 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 94 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. Our average class size schoolwide is 28 students. The average class size for high schools in the state is 22 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	28	21	25
History	28	21	27
Math	28	21	25
Science	28	25	28

SOURCE: California Department of Education, SARC Research File. State and county 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. We have a closed campus and all visitors must sign in. We revise our School Safety Plan annually and have regular emergency drills.

**Schedule**

Our school year includes 180 days of instruction. School begins in mid August to support dual enrollment in high school and college classes. Classes begin at 9 a.m. Monday through Thursday and at 10 a.m. on Fridays. Classes end at 3:55 p.m. Office hours are from 8:30 a.m. to 4 p.m.

**Parent Involvement**

Families play a vital role at Da Vinci Schools. The Family Association Group coordinates volunteer opportunities on campus and helps organize service learning fairs, student-run clubs, social events, before school and 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 Science, please contact Liz Ramirez at [liz\\_ramirez@lawndale.k12.ca.us](mailto:liz_ramirez@lawndale.k12.ca.us), Thomas Curry at [twcurry31@yahoo.com](mailto:twcurry31@yahoo.com) or Kendra Janes at [kendrajanes@att.net](mailto:kendrajanes@att.net).

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Dr. Matthew Wunder serves as executive director. He has 23 years of experience as an administrator, teacher, and counselor. Steve Wallis serves as principal. Steve Wallis serves as principal. He has over 14 years of educational experience as a teacher and administrator.

Da Vinci Schools are governed by a strong Board of Trustees: Chet Pipkin, founder, chairman, president and CEO of Belkin International; Dr. Donald Brann, El Segundo council member and 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
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	44%	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	31%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	69%	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.

**“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 69 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 2011–2012 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. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%
<b>Schools with less than 25% of students from lower-income homes</b>	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. New teachers receive 23 days per year of paid professional development (continuing teachers receive 18 days) plus five and a half hours per week and a daily hour-and-a-half planning period to ensure that every student who graduates from Da Vinci Schools is college ready, career prepared, and community minded. In 2010–2011, we focused on planning, managing, and assessing rigorous projects to help students at all levels learn key academic content, practice 21st-century skills (such as collaboration, communication, and critical thinking), and create high-quality, authentic presentations. Teachers and administrators have numerous opportunities to attend conferences, participate in workshops, and work closely with mentors to further develop their expertise and effectiveness.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	18
2009–2010	18
2008–2009	N/A

SOURCE: This information is supplied by the school district.

**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	1.0
Behavioral/career counselors	1.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	2.0

SOURCE: Data provided by the school district.

**Specialized Programs and Staff**

All students are required to successfully complete two college classes as part of our Early College Program while they simultaneously earn their high school diploma. These courses are taught on the Da Vinci campus by El Camino College professors at no cost to our families. All eleventh grade students partake in a five-week internship with local community partners.

We offer many seminar (elective) classes, co-taught by Da Vinci faculty and industry partners, where students gain practical, real-world knowledge and skills that do not appear in the California Content Standards. Recent seminars have included Robotics, Project Lead The Way, Game Theory, Science and Society, Radio Production, and Tech Team. All ninth grade students enroll in Introduction to Engineering, and approximately 80 percent of juniors enroll in Principles of Engineering.

## 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. In the meantime, we are housed in a facility that is clean and well maintained. The oldest part of our current facility was completed in 1926 and other buildings in the 1940s. There are five portable classrooms. In 2009, over \$200,000 was invested in remodeling the facility.

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

## Textbooks

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

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 2011–2012 school year and whether those [textbooks](#) covered the California Content Standards.

## Curriculum

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

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education \(CDE\)](#). California adopted new common core standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

## Science Labs

Facts about our science labs, called for by the Williams legislation, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2011–2012 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. Our budget is approximately \$4.3 million.

**Spending per Student (2009–2010)**

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 263 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)	\$4,332	\$4,341	0%	\$5,513	-21%
Restricted funds (\$/student)	\$1,539	\$1,863	-17%	\$2,939	-48%
<b>TOTAL (\$/student)</b>	<b>\$5,871</b>	<b>\$6,204</b>	<b>-5%</b>	<b>\$8,452</b>	<b>-31%</b>

SOURCE: Information provided by the school district.

**Total Expenditures, by Category (2009–2010)**

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	\$551,446	\$238,705	\$790,151	51%
Other staff salaries	\$108,828	\$0	\$108,828	7%
Benefits	\$135,767	\$44,036	\$179,803	12%
Books and supplies	\$71,296	\$121,956	\$193,252	13%
Equipment replacement	\$0	N/A	N/A	N/A
Services and direct support	\$271,973	N/A	N/A	N/A
<b>TOTAL</b>	<b>\$1,139,310</b>	<b>\$404,697</b>	<b>\$1,544,007</b>	

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

**Compensation per Staff with Teaching Credentials (2009–2010)**

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 11 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$71,832	\$73,735	-3%	\$71,246	1%
Retirement benefits	\$5,923	\$6,080	-3%	\$5,818	2%
Health and medical benefits	\$5,799	\$5,804	0%	\$9,711	-40%
Other benefits	\$0	\$0	N/A	\$533	-100%
<b>TOTAL</b>	<b>\$83,554</b>	<b>\$85,619</b>	<b>-2%</b>	<b>\$87,308</b>	<b>-4%</b>

SOURCE: Information provided by the school district.

**Total Certificated Staff Compensation (2009–2010)**

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	\$790,150	86%
Retirement benefits	\$65,153	7%
Health and medical benefits	\$63,792	7%
Other benefits	\$0	0%
<b>TOTAL</b>	<b>\$919,095</b>	

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 November 2011. The CDE may release additional or revised data for the 2010–2011 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 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

**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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## » Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.





## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.

