Da Vinci Connect
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Da Vinci Connect
Street	12501 Isis Avenue
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 725-5800
Principal	Kaitlin Toon & Tami Christopher
Email Address	ktoon@davincischools.org, tchristopher@davincischools.org
School Website	https://dvconnect.davincischools.org/
County-District-School (CDS) Code	19768690128728

2023-24 District Contact Information

District Name	Da Vinci Connect
Phone Number	(310) 725-5800
Superintendent	Dr. Matthew Wunder
Email Address	info@davincischools.org
District Website	www.davincischools.org

2023-24 School Description and Mission Statement

Vision
A new generation of students prepared to lead, innovate, and thrive in the modern world.

Mission
Da Vinci Schools seeks to improve the quality of life for our students by cultivating a caring culture, building future-ready skills, developing meaningful partnerships, and creating impact in our work to solve complex educational problems.

- Culture: We cultivate a caring and compassionate culture that is rooted in trust, collaboration, and growth.
- Future-Ready Skills: We build future-ready skills through learn-by-doing and real-world, workforce skills.
- Partnerships: We collaborate with thought partners and share best practices beyond the Da Vinci community in our work to connect education and the workforce.

- Impact: We seek to close the opportunity and skills gaps, particularly for historically disadvantaged students.

Aspirational Values
At Da Vinci Schools, we aspire to the following values:

People First: We put people first in everything we do.
- Celebrations at staff and leadership meetings
- Connecting and community building activities for students, parents and staff
- We honor students for who they are and give them opportunities to grow and succeed at all levels
- Teacher evaluation process provides several opportunities for self-reflection and voice (personal meetings with admin at the beginning, middle, and end of the year)
- Peer observations focus on positive feedback and encouragement.

Collaboration: Partnership is paramount.
- Grade-level team meetings/collaboration
- Number of Professional Development days/year
- Student group projects
- Interdisciplinary projects across subjects
- Collaboration with industry partners to identify skills needed for the modern workplace, CTE advisory groups, etc.
- Collaboration with industry partners on project consults, Project Pitch Panels, etc.
- Leadership meetings and inquiry groups

Diversity, Equity, and Inclusion: We actively acknowledge our responsibility to eliminate systemic bias and exclusion, and engage in anti-racist and anti-ableist actions in the pursuit of educational equity for all students.
- Creating spaces in our organization for diverse voices to be heard, especially those of our students
- Strive to build responsive programming that meets the needs of all types of students
- Continuing to ensure ongoing professional development on implicit bias, diversity, equity, inclusion, and anti-racism, reaching every employee of Da Vinci Schools
- SPED students integrated as much as possible
- Diverse but cohesive student body
- Project-based learning and mastery-based grading are focused on reaching all students

Possibility: We strive to build a better tomorrow.
- Alternative solutions to closing opportunity and skills gaps, including solutions for college cost, debt and completion, along with workforce development
- Research & development arm of education, then share through Institute
- Instructional models to match student and family needs
- Both students and staff get to do work that matters to them (future-oriented = voice & choice to build a better tomorrow)
- We instinctively look to solve problems, develop new responsive school models when we see an unmet need (college partners as an example)
- We are creative, flexible, and comfortable with change -- key components in implementing new ideas that lead to a better tomorrow

Critical Success Factors
What is most vital during the next 3-5 years to fulfill our vision and achieve our mission?

- People. Because student learning is primary and must be organized, prepared and facilitated by best-in-class faculty and staff.
- Culture. Because reimagining education requires innovation, compassion, the signature programs that make us uniquely successful, and diversity, equity, and inclusion for all.

- Growth. Because with adequate funds, and a mindset of continuous improvement and adaptability, we are able to serve and prepare more students in this rapidly changing world.
- Partnerships. Because industry and higher education partners play a vital role in providing connections to the employment pipeline and in preparing students for college, career, and life.
- Operational Excellence. Because building excellent schools and programs requires effective systems that are easy to use and accessible when needed.

The Model:
At Connect K8, the hybrid model includes 2 full days at school in which students participate in 2 days of project-based learning at school and three days of family facilitated off-site learning. Students attend school on either Mondays and Thursdays OR Tuesdays and Fridays. At-school learning is project-based. At-home learning (also called asynchronous learning, homeschooling or independent study) focuses on English Language Arts, math and extracurricular activities; families are the primary educators on non-classroom days. Students whose families demonstrate a need for additional support may learn from campus 4 days per week.

At Connect High School, the hybrid model also includes 2 full days at school with cohort days being Monday and Thursday OR Tuesday and Friday. A community of caring individuals support students to become engaged, self-directed learners who develop self-efficacy, agency and purpose. On days that students learn off campus (asynchronous days), teachers provide curriculum and assignments. As a rigorous, early college model, students have the opportunity to earn college credits for free beginning in 9th grade, reducing the time and cost of attaining a college degree. Students take courses with ASU (Arizona State University) and have the option of pursuing an AA or BA with SNHU (Southern New Hampshire University) through our partnership with Rivet School. Additionally, some students attend El Camino College for concurrent enrollment courses.

Across both campuses, an inquiry based learning approach emphasizes the student's role in the learning process. Rather than the teacher as the only source of what students need to know, students are encouraged to explore the material, ask questions, and share ideas. Making real world connections is also at the center of everything we do. From tackling real world problems in the classroom, to gaining hands-on experience via project consults, mentorships, internships, work experience and other industry-relevant events, Da Vinci Connect students learn by doing and staff strives to connect TK-12 education to the adult world awaiting them.

Why Hybrid learning?
Our families choose DV Connect and independent study/homeschooling for many reasons. Here are a few they report:
* Hybrid learning allows families to truly know how their children learn
* Hybrid learning provides opportunities to explore passion projects, interests and internships
* DV Connect focuses on the learner as much as the learning
* Hybrid learning enables the flexibility to participate in extracurricular opportunities that are often not available at a school campus so that they develop skills compatible with self-directed learning
* DV Connect has amazing, passionate and compassionate teachers
* Project-based learning is engaging, enriching and addresses all learning styles
* Hybrid learning allows families to form networks and bonds with each other and with learners and employers in the world beyond school
* Hybrid learning in a small school creates a safe community where students feel known

DV Connect TK-8 Program Highlights:
* Launched in Fall 2013, Da Vinci Connect K8 combines hybrid learning (both at school and remote) with project-based learning, social emotional learning and real world learning
* Home-School Partnership
* Project-Based Learning
* Personalized learning plans
* Rich, challenging and engaging content that accommodates diverse learning styles
* Multi-age grouping
* Small class sizes (16-20 in elementary, 20-26 in middle school)
* Compassionate communication
* Hands on, Minds-on Curriculum
* Learning-by-doing constructivist curriculum

2023-24 School Description and Mission Statement

* Opportunities for student voice and choice and personalization to reflect students' passions, interests and needs
* Curriculum preview meetings to address/discuss goals and ask questions
* Credentialed, experienced and dedicated teachers
* Distributive leadership
* Social Emotional learning fosters community and personal development
* Development of Habits of Heart and Mind: curiosity, reflection, empathy, flexibility, equity, agency, collaboration
* Community of care and collaboration
* Public presentations of learning
* Mastery of "essential skills"
* 21st century learning and real-world problem solving

DV Connect High School Highlights:
* Launched in Fall 2020, Da Vinci Connect High combines hybrid learning (both at school and remote) with early college, social emotional learning and career connected learning
* Students begin their college journey as 9th graders and may earn college credit that can be counted towards a two-year or four-year degree while in high school, for free
* Led by credentialed, collaborative and compassionate teachers who are experts in student-centered education, students develop agency to propel them successfully into the adult world of college, career and purpose
* Learning-by-doing, project-based curriculum
* Opportunities for student voice and choice and personalization to reflect students' passions, interests and needs
* Curriculum preview meetings to address/discuss goals and ask questions
* Credentialed, experienced and dedicated teachers
* Distributive leadership
* Social Emotional curriculum that fosters community and personal development
* Development of Habits of Heart and Mind: quality, equity, collaboration, accountability, agency, empathy
* Community of care and collaboration
* Public Presentations of Learning
* Mastery based grading & competency based learning
* 21st century learning and real-world problem solving

Memberships & Partnerships:
Coalition of Essential Schools
California Charter Schools Association
California Consortium for Independent Study
Schools That Can
Transcend Education
NewSchools (Formerly New Schools Venture Fund)
Charter School Growth Fund
Getting Smart
Next Generation Learning Challenges
Jobs for the Future
Digital Learning Collaborative
Arizona State University
Southern New Hampshire University
El Camino College

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	42
Grade 2	47
Grade 3	40
Grade 4	45
Grade 5	50
Grade 6	64
Grade 7	69
Grade 8	64
Grade 9	86
Grade 10	94
Grade 11	64
Grade 12	72
Total Enrollment	814

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.1%
American Indian or Alaska Native	0.2%
Asian	5.7%
Black or African American	19.8%
Filipino	1.1%
Hispanic or Latino	33.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	10.7%
White	22.4%
English Learners	3.8%
Foster Youth	0.4%
Homeless	0.7%
Socioeconomically Disadvantaged	42.3%
Students with Disabilities	11.5%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.60	86.65	165.70	90.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.54	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.20	2.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.40	3.49	12115.80	4.41
Unknown	2.10	13.29	5.00	2.76	18854.30	6.86
Total Teaching Positions	15.80	100.00	183.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.40	97.40	177.00	88.22	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	12.70	6.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.95	4.30	2.15	11953.10	4.28
Unknown	0.10	0.60	6.50	3.25	15831.90	5.67
Total Teaching Positions	19.90	100.00	200.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	25

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Da Vinci Schools use primarily online teaching materials and primary and secondary texts for our courses. We do not utilize textbooks, and do not have a textbook adoption list.

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	January 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	70	68	67	66	47	46
Mathematics (grades 3-8 and 11)	51	42	47	46	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	375	97.91	2.09	68.00
Female	186	182	97.85	2.15	71.43
Male	196	192	97.96	2.04	64.58
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	96.00
Black or African American	62	59	95.16	4.84	55.93
Filipino	--	--	--	--	--
Hispanic or Latino	113	111	98.23	1.77	60.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	67	98.53	1.47	74.63
White	108	106	98.15	1.85	72.64
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	99	98.02	1.98	57.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	54.90

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	382	375	98.17	1.83	42.40
Female	185	182	98.38	1.62	41.76
Male	196	192	97.96	2.04	43.23
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	80.00
Black or African American	62	60	96.77	3.23	18.33
Filipino	--	--	--	--	--
Hispanic or Latino	112	110	98.21	1.79	22.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	67	98.53	1.47	64.18
White	108	106	98.15	1.85	53.77
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	98	98.00	2.00	23.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	52	98.11	1.89	28.85

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	53.28	45.63	49.91	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	139	96.53	3.47	52.90
Female	70	67	95.71	4.29	50.00
Male	74	72	97.30	2.70	55.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	27	27	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	39	36	92.31	7.69	30.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	23	92.00	8.00	78.26
White	40	40	100.00	0.00	66.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	37	90.24	9.76	35.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	50.00

2022-23 Career Technical Education Programs

All Da Vinci Connect students have access to a Business Management Pathway, as well as off-campus work-based learning and various other career engagement opportunities through our Real World Learning program, in addition to already participating in rigorous dual enrollment courses as part of their regular high school experience.

Da Vinci Schools offers students a real world, project based curriculum that brings industry expertise into the classroom. Local industry professionals work directly with Da Vinci 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. Da Vinci Schools established the Real World Learning program to bridge the gap between the classroom and the workplace. Students have completed work assignments with local business and internship partners, including Northrop Grumman, Belkin International, SpaceX, Gensler, Boeing, Kerlan-Jobe Orthopedic Clinic, and more. Our high school offers courses intended to help students prepare for the world of work. These CTE courses, formerly known as vocational education, are open to all students.

The Real World Learning program is an opportunity provided to all Da Vinci Schools students at the high school level. This is the "hands-on" component of our cornerstone college preparation and career exploration curriculum. Working with professional partners, Da Vinci students gain an understanding of the essential skills and work habits necessary for success. The goal of the Real World Learning program is to bridge the gap between the classroom and the workplace.

There are many ways in which our Community Partners participate with our schools:

- Advisory Board Members: Each of our CTE pathways has an Advisory Board comprised of a group of individuals whose experience and abilities represent a cross section of the businesses and industries that pertain to the CTE industry sector. These individuals help to define the knowledge and skill sets students need to know to be successful in the workplace. The professional partners also help to design the CTE program, advise on workforce needs and new and emerging occupations, identify additional resources to enrich the real world curriculum, and more.

- Guest Speakers: In order to add real world learning to the curriculum, Da Vinci Schools invite professionals to make classroom presentations.

- Career Days: Organizations participate in a career fair at Da Vinci that familiarizes students with potential careers and future employers.

- Project Pitch Panels: Prior to the start of each semester, teachers present their upcoming projects ideas in interdisciplinary teams to a panel of industry professionals. Industry professionals provide feedback, real world connections, and resources.

- Offsite Teacher Professional Development at Host Organizations: Industry partners host teachers at their workplace for a professional development day to infuse career skills into projects. Host organizations may speak to teachers about gaps they see in candidates, project workflow, and growing industries.

- Field Trips: A group of students visits an organization's workplace to see individuals in various jobs and the coordination between functions.

- Work Experience Program: A student works unpaid in an organization to learn on-the-job skills and to provide the organization with free help. The assignment is usually two afternoons a week for eight to ten weeks.

- Project Consults: An organization submits a project, such as a marketing campaign geared toward youth, that students complete in a Da Vinci class or seminar, using conference calls and Google folders to receive the organization's feedback.

- Internship: Da Vinci students welcome the opportunity to apply for internships, which allow more intense workplace learning experiences.

- Other Workplace Opportunities: At the suggestion of an organization, Da Vinci designs a program tailored to fit the organization's need.

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.79
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	57	55	51	49	55
Grade 7	54	58	36	56	40
Grade 9	96	96	96	96	96

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Families are key partners in Da Vinci Connect's unique collaborative learning community. To help coordinate family involvement, we established the Family Action Network (FAN). Together with Da Vinci staff, FAN supports community-building events, fundraising, school spirit, family support, and staff support. Parents are also encouraged to attend workshops with teachers and administrators, which are offered on an on-going basis. Connect TK-8 staff also host Parent Educator workshops each year, which are events meant to support parent educators in their journey as homeschoolers. Connect TK-8 also has a dedicated Parent Educator Support Specialist who supports and engages parents in their homeschool journey. Connect High School supports parent orientation events and "chats" with the principal and assistant principal to provide access and receive input from families. Connect teachers and administration have an "open door policy" and invite parents to stop by and share their questions/comments/concerns at any time.

The Da Vinci Connect Parent Advisory Committee (PAC) is a great way to get involved in important decision making for the school. The DV Connect PAC meets throughout the year and discusses the school's LCAP, Single Plan or LEA Plan related to Title I funding, general school funding and budget issues, and a variety of other important topics. Throughout the year, there will be numerous opportunities to volunteer and make a difference! Please find opportunities below where volunteers are needed on campus, and please contact us with additional ways that you may be able to contribute to our school. Feel free to reach out to the Principals Kaitlin Toon (ktoon@davincischools.org.) and Tami Christopher (tchristopher@davincischools.org)

While there are no family volunteer hour requirements, there are expected school events that we count on parents to be a part of, including Back to School Night, Exhibition Nights, Student-Led Conferences, and Presentations of Learning. At least one family member over the age of 18 is expected to attend the following school events:

Back to School Night
Exhibition (Fall and Spring)
Student-Led Conference (Fall and Spring)
Presentations of Learning (Spring)

In addition to the expected family events, there are many other opportunities to contribute to DV Connect and your student's life at school:
Join School Site Council/Parent Advisory Committee
Write a thank you email to a teacher
Take your child on an educational field trip
Take your child to see a college or university with an official admissions tour
Help make teacher welcome baskets
Attend a College Night
Help with a school dance
Help a teacher with a specific project
Assist with the Annual Giving Campaign
Chaperone a field trip
Assist with a student club

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate		5.3	0	0.3	1.6	0.9	9.4	7.8	8.2
Graduation Rate		10.5	85.7	93.2	93.7	96.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	42	36	85.7
Female	21	20	95.2
Male	21	16	76.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	15	15	100.0
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	22	21	95.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	865	839	65	7.7
Female	425	413	33	8.0
Male	439	425	32	7.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	47	46	1	2.2
Black or African American	178	166	11	6.6
Filipino	9	9	0	0.0
Hispanic or Latino	290	283	34	12.0
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	89	89	4	4.5
White	191	187	9	4.8
English Learners	33	32	3	9.4
Foster Youth	3	3	0	0.0
Homeless	7	6	0	0.0
Socioeconomically Disadvantaged	375	360	39	10.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	111	106	14	13.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.92	0.04	1.41	1.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.12	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.92	0.12
Female	0.71	0.24
Male	1.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1.12	0
Filipino	0	0
Hispanic or Latino	2.07	0.34
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	3.03	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.6	0.27
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.7	0

2023-24 School Safety Plan

Emergency Procedure
Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, lockdown and earthquake drills that happen at regular times during the school year. All alarms are treated as real. In the event of an alarm, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and buildings. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. In the case of a major emergency (such as a significant earthquake or fire), parents and guardians and other family members should contact the main office or go to www.davincischools.org for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.

During the 2023-2024 year Connect staff and stakeholders completed and approved a comprehensive safe schools plan according to ed code, and in conjunction with local law enforcement and emergency personnel. The plan will be reviewed at our January 2024 Parent Advisory Committee meeting and approved by the Da Vinci Schools Board of Trustees on February 28, 2024.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
6	16	4		
Other	19	9	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
3	23	1		1
6	16	2	1	
Other	28	2		4

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	0
1	0	0	0	0
2	0	0	0	0
3	18	2	0	0
4	0	0	0	0
5	0	0	0	0
6	12	5	0	0
Other	19	3	7	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	1	1	
Mathematics				
Science	17	3	1	
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	8	1	
Mathematics	19	7	3	
Science				
Social Science	26	1	3	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	4	4	0
Mathematics	17	11	2	0
Science	8	1	0	0
Social Science	24	3	7	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	203.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13943	1154	12788	72929
District	N/A	N/A	N/A	$91,707
Percent Difference - School Site and District	N/A	N/A	N/A	-22.8
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	50.8	-11.7

Fiscal Year 2022-23 Types of Services Funded

In 2022-23, Da Vinci Schools provided services that supported the educational objectives of providing an excellent education through specialized programs for career technical and college readiness programs, including extensive professional development and experiential learning opportunities (e.g. project based learning) in a small classroom environment. For those students that showed need, additional resources were utilized for additional services such as tutoring, summer school, independent study, coaching, etc.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,588	$50,875
Mid-Range Teacher Salary	$91,569	$79,761
Highest Teacher Salary	$110,264	$103,045
Average Principal Salary (Elementary)	$135,301	$128,154
Average Principal Salary (Middle)	$135,301	$131,774
Average Principal Salary (High)	$0	$142,676
Superintendent Salary	$267,706	$211,462
Percent of Budget for Teacher Salaries	34.68%	30.11%
Percent of Budget for Administrative Salaries	7.68%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Extensive professional development is a signature practice of Da Vinci Schools. DV Connect staff meet for two full weeks in August, a week in January, 2 days at the end of the year and 5 Fridays throughout the year in order to reflect on needs and best practices, revise our practices and create unity among the staff regarding what we do and how we do it. Staff also meets for 2 hour staff meetings every Wednesday morning throughout the school year. As an entire staff, they meet to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance data. Within this time, teachers also hold in grade-level meetings to plan interdisciplinary projects and events, i.e.

Professional Development

student-led conferences, exhibitions, and presentations of learning, 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 Excellence and 21st century skills).

Da Vinci Connect staff receive a minimum of 20 days of paid professional development plus weekly planning time for collaboration with peers. This ensures that every student who graduates from Da Vinci Schools is college-ready, career-prepared, and community-minded. These professional development days include visits to similar schools to gather best practices, training in Universal Design for Learning, best practices for supporting students with learning differences and development of signature practices including project-based learning, social emotional learning, Habits of Heart and Mind, mastery based grading and real world learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	22	23	23