

# Da Vinci Communications

## 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

<b>School Name</b>	Da Vinci Communications
<b>Street</b>	201 N. Douglas Street
<b>City, State, Zip</b>	El Segundo, CA 90245
<b>Phone Number</b>	(310) 725-5800
<b>Principal</b>	Erin D'Souza
<b>Email Address</b>	edsouza@davincischools.org
<b>School Website</b>	<a href="http://dvc.davincischools.org/">http://dvc.davincischools.org/</a>
<b>County-District-School (CDS) Code</b>	19768690131128

## 2023-24 District Contact Information

<b>District Name</b>	Da Vinci Communications
<b>Phone Number</b>	(310) 725-5800
<b>Superintendent</b>	Dr. Matthew Wunder
<b>Email Address</b>	info@davincischools.org
<b>District Website</b>	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
- Overnighter for freshmen
- 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

## 2023-24 School Description and Mission Statement

- Collaboration with industry partners to identify skills needed for 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 (creation of DV Connect, DVX, etc.)
- 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.

Overview

Da Vinci Communications is the third Da Vinci High School and was originally funded in part by a prestigious Next Generation Learning Challenges grant funded by the Bill & Melinda Gates and The William and Flora Hewlett Foundations, and by Northrop Grumman, Chevron, and two private foundations. Da Vinci Communications opened as an academy of 66 9th grade students in 2013-2014 on the Da Vinci Design campus. For the 2014-2015 school year, Da Vinci Communications served 135 9th and 10th-grade students, served 205 9th, 10th, and 11th-grade students for the 2015-2016 school year, and in 2016-2017 served a total enrollment of 270 students, and the first senior class graduated. In 2017-2018 our freshman class expanded to 133, for a total of all grades of 335 students. In 2023-2024, DVC is now fully enrolled at 526 students.

Da Vinci Communications offers:

- A real-world, project-based curriculum
- Career Pathways in Computer Science (robotics, web design, app development), Marketing, Multimedia Journalism, and Media Production
- Early College/Dual Enrollment classes that count for both high school and college credit through El Camino College
- Exhibition Nights
- Work Experience Program
- Student-Led Conferences
- Presentations of Learning
- Advisories
- Industry & Education Partnerships

## 2023-24 School Description and Mission Statement

- Small School Culture

Da Vinci Communications looks to involve industry partners in building its career pathway programs. Our Computer science pathway works with software engineers from local aerospace companies to ensure that the computer science curriculum serves our students well. Our Multimedia Journalism and Media Production pathways work with industry partners and experts to ensure that students are engaging in rigorous, real-world projects and gaining valuable technical and soft skills that will serve them well in college and the workplace. Our Marketing pathway partners with California DECA to prepare emerging leaders and entrepreneurs in marketing, finance, hospitality, and management.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	143
Grade 10	138
Grade 11	134
Grade 12	123
<b>Total Enrollment</b>	<b>538</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	50.9%
Asian	2.6%
Black or African American	24.2%
Filipino	0.6%
Hispanic or Latino	54.3%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	4.6%
White	10%
English Learners	3.9%
Foster Youth	0.7%
Homeless	0.6%
Socioeconomically Disadvantaged	50.9%
Students with Disabilities	12.6%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.30	91.91	165.70	90.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.54	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.20	2.88	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.30	6.40	3.49	12115.80	4.41
<b>Unknown</b>	0.80	3.74	5.00	2.76	18854.30	6.86
<b>Total Teaching Positions</b>	23.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.90	81.84	177.00	88.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	12.89	12.70	6.37	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.28	4.30	2.15	11953.10	4.28
<b>Unknown</b>	1.30	4.95	6.50	3.25	15831.90	5.67
<b>Total Teaching Positions</b>	28.00	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	3.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	3.60

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	1.00	0.00
<b>Total Out-of-Field Teachers</b>	1.00	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.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.8	4.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.4	0

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.

<b>Year and month in which the data were collected</b>	January 2024
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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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	64	67	66	47	46
<b>Mathematics</b> (grades 3-8 and 11)	35	29	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
<b>All Students</b>	132	127	96.21	3.79	63.78
<b>Female</b>	64	61	95.31	4.69	67.21
<b>Male</b>	68	66	97.06	2.94	60.61
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	40	40	100.00	0.00	55.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	72	69	95.83	4.17	68.12
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	72.73
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	61.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	18	94.74	5.26	16.67

## 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
<b>All Students</b>	132	126	95.45	4.55	29.37
<b>Female</b>	64	61	95.31	4.69	26.23
<b>Male</b>	68	65	95.59	4.41	32.31
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	40	39	97.50	2.50	20.51
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	72	69	95.83	4.17	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	27.27
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	21.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	16	84.21	15.79	25.00

## 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)	37.71	40.08	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	251	238	94.82	5.18	40.08
Female	127	122	96.06	3.94	39.67
Male	124	116	93.55	6.45	40.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	67	66	98.51	1.49	34.85
Filipino	--	--	--	--	--
Hispanic or Latino	132	124	93.94	6.06	38.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	19	95.00	5.00	36.84
White	22	19	86.36	13.64	63.16
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	79	92.94	7.06	27.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	20	76.92	23.08	10.00

## 2022-23 Career Technical Education Programs

Students have numerous opportunities to explore career options and prepare for the workforce via high quality career technical education (CTE) pathways that prepare students for high-skill, high-demand jobs.

Da Vinci Communications students have three career pathways from which to choose: Computer Science, Strategic Communications (Marketing), and Media Production. CTE programs offer students, especially groups historically underrepresented in STEM, the chance to explore different fields, participate in rigorous dual enrollment courses, off-campus work-based learning, and more. Every student is enrolled in a career pathway. These courses meet approximately 250 minutes per week in CTE labs and classrooms with equipment and tools that meet industry standards. DVC students also have access to a Journalism career pathway that is not yet CTE approved.

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 Communications 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. For more information about our CTE Advisory Board, please contact Crissel Rodriguez at [crodriguez@davincischools.org](mailto:crodriguez@davincischools.org).
- **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.

## 2022-23 Career Technical Education Programs

- 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 (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	503
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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	99.44
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	97.74

## 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	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	80	80	80	80	80

## 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

The Da Vinci Communications Parent Advisory Committee is a great way to get involved in important decision making for the school. The DVC 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 including feedback on school culture, signature practices, and new initiatives. There is also a monthly Coffee with the Principals where school updates are provided and parents/guardians have an opportunity to ask questions and provide feedback. These meetings are held both in-person and virtually.

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, and Student-Led Conferences. At least one family member over the age of 18 is expected to attend the following school events:

- Back to School Night
- Fall Exhibition
- Fall Student-Led Conference
- Spring Exhibition
- Spring Student-Led Conference

In addition to the expected family events, there are many other opportunities to contribute to DVC and your student's life at high school:

- Volunteer at Registration Day
- Assist with the Annual Giving Campaign
- Chaperone a field trip
- Assist with a student club
- 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

## 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
<b>Dropout Rate</b>	0.8	1.5	1.6	0.3	1.6	0.9	9.4	7.8	8.2
<b>Graduation Rate</b>	90.3	97.8	96.1	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	127	122	96.1
<b>Female</b>	69	67	97.1
<b>Male</b>	57	54	94.7
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	29	28	96.6
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	66	64	97.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	16	14	87.5
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	85	83	97.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	11	9	81.8



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	545	131	24.0
Female	268	265	64	24.2
Male	282	279	67	24.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	3	20.0
Black or African American	131	131	28	21.4
Filipino	3	3	0	0.0
Hispanic or Latino	300	296	76	25.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	25	25	2	8.0
White	56	54	13	24.1
English Learners	24	24	7	29.2
Foster Youth	4	4	2	50.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	286	285	82	28.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	72	17	23.6

### 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	1.47	2.36	0.04	1.41	1.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.54	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	2.36	0.54
Female	1.87	0.37
Male	2.84	0.71
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4	1
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.79	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.15	1.05
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.11	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. In the fall of 2017 DVC moved into a brand new, state of the art facility, with top of the line safety features throughout the building. 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 building. 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](http://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 our DVC 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 Comprehensive School Safety Plan was reviewed and approved at the Parent Advisory Committee Meeting on December 18, 2023. The plan is up for approval at the February 28, 2024 Da Vinci Schools Board Meeting.

## 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	33	1	8	14
Mathematics	30	1	15	6
Science	33		5	8
Social Science	34		6	7

## 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	24	8	11	6
Mathematics	22	11	9	6
Science	23	6	6	6
Social Science	22	6	8	4

## 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	28	6	7	9
Mathematics	29	4	7	11
Science	35	0	1	12
Social Science	32	0	5	8

## 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	179.33

## 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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	17439	1707	15733	77873
District	N/A	N/A	N/A	\$91,707
Percent Difference - School Site and District	N/A	N/A	N/A	-16.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	69.6	-5.1

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

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> 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. Da Vinci Schools devote substantial time and resources to staff development and collaborative planning. Every Wednesday, Da Vinci Communications staff meet from 2:45 - 4:00pm to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance. Grade-level and job-alike teams meet regularly to plan interdisciplinary projects and events, i.e. student-led conferences, exhibitions, and presentations of learning, and to conduct job-alike meetings (vertical alignment of content, peer observations and inquiry cycles). Professional Development time also is used to improve student outcomes,

## Professional Development

including the Habits of Mind and 21st-century skills necessary for success in today's world.

Da Vinci Communications teachers receive approximately 20 days of paid professional development, plus 5 1/2 hours per week and a daily hour-and-a-half planning period for collaborative planning to ensure that every student who graduates from Da Vinci Schools is college-ready, career-prepared, and community-minded. Student achievement data and data gathered through teacher observations and grade-level student behavior logs help us develop our focus for professional development. For the 23-24 school year, our focus has been on equity, expectations, and rigor. We are building and maintaining a positive school culture, specifically reflecting on the following four components: (1) strong relationships, (2) consistency in expectations for student behavior, (3) high academic expectations with support, and (4) regular collection of feedback, followed by adjustments. Instructionally, we have focused on professional learning communities led by teacher-leaders. We also dedicate time to learning about culturally responsive teaching practices so that our school can be welcoming, inclusive and representative of all its students.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	23	23