Da Vinci Communications
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Da Vinci Communications
Street	201 N. Douglas Street
City, State, Zip	El Segundo, CA 90245
Phone Number	(310) 725-5800
Principal	Andrew Daramola
Email Address	adaramola@davincischools.org
School Website	http://dvc.davincischools.org/
Grade Span	9-12
County-District-School (CDS) Code	19768690131128

2025-26 District Contact Information

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

2025-26 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
- 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.

2025-26 School Description and Mission Statement

- 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 2024-2025, DVC is now fully enrolled at 548 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
- 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	141
Grade 10	135
Grade 11	133
Grade 12	141
Total Enrollment	550

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	53.3
Non-Binary	0.7
American Indian or Alaska Native	0.2
Asian	1.5
Black or African American	20.4
Filipino	0.9
Hispanic or Latino	57.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.5
White	10
English Learners	4.2
Homeless	1.5
Socioeconomically Disadvantaged	49.3
Students with Disabilities	14.2

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.

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)	22.9	81.84	177	88.22	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.6	12.89	12.7	6.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.28	4.3	2.15	11953.1	4.28
Unknown/Incomplete/NA	1.3	4.95	6.5	3.25	15831.9	5.67
Total Teaching Positions	28	100	200.6	100	279044.8	100

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.

2022-23 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)	26.1	88.59	184.8	89.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.3	11.37	11.9	5.76	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.8	2.33	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.2	2.53	14303.8	5.15
Total Teaching Positions	29.4	100	206.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	26.8	87.28	186.5	89.32	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	10.25	9.5	4.57	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8.1	3.89	12112.8	4.34
Unknown/Incomplete/NA	0.7	2.44	4.6	2.21	13705.8	4.91
Total Teaching Positions	30.7	100	208.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.60	3.3	3.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.60	3.3	3.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	6.8	7.7
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	0	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	January 2025

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	54	62	62	47	48
Mathematics (grades 3-8 and 11)	25	25	45	45	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	134	130	97.01	2.99	53.85
Female	61	59	96.72	3.28	55.93
Male	72	70	97.22	2.78	51.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	32	31	96.88	3.12	54.84
Filipino	0	0	0	0	0
Hispanic or Latino	78	75	96.15	3.85	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	58.33
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	60	93.75	6.25	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	12.50

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	134	130	97.01	2.99	25.38
Female	61	59	96.72	3.28	15.25
Male	72	70	97.22	2.78	34.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	32	31	96.88	3.12	41.94
Filipino	0	0	0	0	0
Hispanic or Latino	78	76	97.44	2.56	17.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	62	96.88	3.12	20.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	34.39	35.61	46.26	45.39	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	262	95.62	4.38	36.64
Female	129	121	93.80	6.20	32.23
Male	144	140	97.22	2.78	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	58	55	94.83	5.17	30.91
Filipino	--	--	--	--	--
Hispanic or Latino	158	151	95.57	4.43	35.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	37.50
White	27	25	92.59	7.41	56.00
English Learners	12	9	75.00	25.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	129	95.56	4.44	32.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	36	90.00	10.00	2.78

2024-25 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 four career pathways from which to choose: Computer Science, Strategic Communications (Marketing), Journalism, 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.

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, Gensler, Boeing, Kaiser Permanente, 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.

2024-25 Career Technical Education Programs

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 CTE pathway is supported by an Advisory Board made up of professionals representing a cross-section of relevant industries. Advisory Board members help define the skills and competencies students need for success, advise on workforce trends, review curriculum, and identify opportunities to strengthen real world learning experiences. For more information about CTE Advisory Boards, please contact Crissel Rodriguez, Director of Real World Learning at crodriguez@davincischools.org.

- Guest Speakers and Career Talks: Professionals visit classrooms to share career journeys, industry insights, and real-world applications of student learning.

- Career Exploration Events: Organizations participate in on and off-campus events that introduce students to a wide range of careers, industries, and postsecondary options.

- Field Trips and Workplace Visits: Students visit partner organizations to observe professional environments, explore career roles, and understand how teams collaborate across 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.

- Client-Connected Projects: Organizations submit real business or community challenges, such as marketing campaigns, design needs, or research questions, that students address through projects, receiving ongoing feedback from the client.

- Job Shadows, Internships, and Work-Based Learning: Students apply for internships and structured work-based learning experiences that provide deeper exposure to various professional settings and are supported by a professional mentor.

- Other Workplace Opportunities: When appropriate, Da Vinci Schools collaborates with partners to design tailored programs or experiences that meet specific organizational needs while supporting student learning.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	526
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	95.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	70

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.9
Graduates Who Completed All Courses Required for UC/CSU Admission	96.9

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	89%	91%	91%	91%	91%

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.

2025-26 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

2025-26 Opportunities for Parental Involvement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.6	0	0	0.9	0.4	1.1	8.2	8.9	8
Graduation Rate	96.1	94.7	91.4	96.6	95.3	90.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	140	128	91.4
Female	67	61	91.0
Male	73	67	91.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	26	24	92.3
Filipino	--	--	--
Hispanic or Latino	81	74	91.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	15	88.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	93	85	91.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	20	74.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	554	105	19.0
Female	256	256	54	21.1
Male	298	294	51	17.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	115	114	14	12.3
Filipino	--	--	--	--
Hispanic or Latino	319	317	75	23.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	31	1	3.2
White	55	55	12	21.8
English Learners	35	35	11	31.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	280	279	68	24.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	83	30	36.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.36	1.3	1.08	1.58	1.55	1.17	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.54	0.19	0	0.1	0.02	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.00
Female	0.00	0.00
Male	2.01	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.87	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.64	0.00
English Learners	5.71	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.53	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.

During the 2025-2026 year our DVC staff and stakeholders will complete and approve a comprehensive safe schools plan according to ed code, and in conjunction with local law enforcement and emergency personnel. The Da Vinci Schools board will approve the plan prior to state deadlines.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	5	11	4
Mathematics	24	5	10	9
Science	28	2	6	7
Social Science	24	5	9	6

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	26	6	7	8
Mathematics	25	5	10	8
Science	31	1	5	8
Social Science	29	2	9	6

2024-25 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	176.67

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	0.3
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	20759	2866	17894	89364
District	N/A	N/A	N/A	$100,375
Percent Difference - School Site and District	N/A	N/A	N/A	-11.6
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	46.5	-3.6

Fiscal Year 2024-25 Types of Services Funded

In 2024-25, 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$60,124	$57,978
Mid-Range Teacher Salary	$99,041	$89,612
Highest Teacher Salary	$119,261	$117,194
Average Principal Salary (Elementary)	$132,933	$143,632
Average Principal Salary (Middle)	$142,903	$149,447
Average Principal Salary (High)		$162,334
Superintendent Salary	$301,105	$234,076
Percent of Budget for Teacher Salaries	32.02%	27.81%
Percent of Budget for Administrative Salaries	6.72%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.4

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	1
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.	1

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, 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 24-25 school year, our focus has been on developing better, kinder humans through a culture of gratitude as well as improving math and literacy instruction. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	23