

Da Vinci Connect

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 Connect
Street	12501 Isis Avenue
City, State, Zip	Hawthorne, CA 90250
Phone Number	(310) 725-5800
Principal	Kaitlin Toon & Tami Christopher
Email Address	ktoon@davincischools.org, tchristopher@davincischools.org
School Website	https://dvconnect.davincischools.org/
Grade Span	K-12
County-District-School (CDS) Code	19768690128728

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

<p>Vision A new generation of students prepared to lead, innovate, and thrive in the modern world.</p> <p>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.</p>
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2025-26 School Description and Mission Statement

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

Aspirational Values

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

People First: We put people first in everything we do.

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

Collaboration: Partnership is paramount.

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

Diversity, Equity, and Inclusion: We actively acknowledge our responsibility to eliminate systemic bias and exclusion, and engage in anti-racist and anti-ableist actions in the pursuit of educational equity for all students.

- Creating spaces in our organization for diverse voices to be heard, especially those of our students
- Strive to build responsive programming that meets the needs of all types of students
- Continuing to ensure ongoing professional development on implicit bias, diversity, equity, inclusion, and anti-racism, reaching every employee of Da Vinci Schools
- SPED students integrated as much as possible
- Diverse but cohesive student body
- Project-based learning and mastery-based grading are focused on reaching all students

Possibility: We strive to build a better tomorrow.

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

Critical Success Factors

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

2025-26 School Description and Mission Statement

- People. Because student learning is primary and must be organized, prepared and facilitated by best-in-class faculty and staff.
- Culture. Because reimagining education requires innovation, compassion, the signature programs that make us uniquely successful, and diversity, equity, and inclusion for all.
- Growth. Because with adequate funds, and a mindset of continuous improvement and adaptability, we are able to serve and prepare more students in this rapidly changing world.
- Partnerships. Because industry and higher education partners play a vital role in providing connections to the employment pipeline and in preparing students for college, career, and life.
- Operational Excellence. Because building excellent schools and programs requires effective systems that are easy to use and accessible when needed.

The Model:

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

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

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

Why Hybrid learning?

Our families choose DV Connect and independent study/homeschooling for many reasons. Here are a few they report:

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

DV Connect TK-8 Program Highlights:

- * Launched in Fall 2012, Da Vinci Connect K8 combines hybrid learning (both at school and asynchronously) with project-based learning, social emotional learning and real world learning
- * Home-School Partnership
- * Project-Based Learning
- * Personalized learning plans

2025-26 School Description and Mission Statement

- * Rich, challenging and engaging content that accommodates diverse learning styles
- * Multi-age grouping
- * Small class sizes (20-25 in elementary, 20-30 in middle school)
- * Compassionate communication
- * Hands on, Minds-on Curriculum
- * Learning-by-doing constructivist curriculum
- * Opportunities for student voice and choice and personalization to reflect students' passions, interests and needs
- * Credentialed, experienced and dedicated teachers
- * Distributive leadership
- * Social Emotional learning fosters community and personal development
- * Development of Habits of Heart and Mind: curiosity, reflection, empathy, flexibility, equity, agency, collaboration
- * Community of care and collaboration
- * Public presentations of learning
- * Mastery of "essential skills"
- * 21st century learning and real-world problem solving

DV Connect High School Highlights:

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

Memberships & Partnerships:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	44
Grade 2	48
Grade 3	49
Grade 4	50
Grade 5	49
Grade 6	72
Grade 7	73
Grade 8	66
Grade 9	85
Grade 10	96
Grade 11	87
Grade 12	134
Total Enrollment	923

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.1
Non-Binary	0.5
American Indian or Alaska Native	0.3
Asian	5.1
Black or African American	21.7
Filipino	1.3
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10
White	17
English Learners	2.5
Foster Youth	0.1
Homeless	0.9
Socioeconomically Disadvantaged	43.8
Students with Disabilities	10.7

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)	19.4	97.4	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)	0	0	12.7	6.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.95	4.3	2.15	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.6	6.5	3.25	15831.9	5.67
Total Teaching Positions	19.9	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)	23.1	95.87	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)	0.5	2.07	11.9	5.76	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.07	4.8	2.33	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.2	2.53	14303.8	5.15
Total Teaching Positions	24.1	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)	18.1	75.13	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)	0.2	0.83	9.5	4.57	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.8	19.89	8.1	3.89	12112.8	4.34
Unknown/Incomplete/NA	1	4.14	4.6	2.21	13705.8	4.91
Total Teaching Positions	24.1	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	0.00	0.5	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	0.2

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	0.30	0.5	4.8
Total Out-of-Field Teachers	0.30	0.5	4.8

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)	3.5	2.6	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25	0	1.5

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 2026

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)	62	64	62	62	47	48
Mathematics (grades 3-8 and 11)	38	40	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	454	439	96.70	3.30	63.55
Female	229	221	96.51	3.49	64.71
Male	221	214	96.83	3.17	62.15
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	85.19
Black or African American	82	81	98.78	1.22	55.56
Filipino	--	--	--	--	--
Hispanic or Latino	150	146	97.33	2.67	58.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	94	96.91	3.09	61.70
White	90	84	93.33	6.67	75.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	192	187	97.40	2.60	53.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	56	88.89	11.11	37.50

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	454	435	95.81	4.19	40.46
Female	229	219	95.63	4.37	33.79
Male	221	212	95.93	4.07	46.70
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	77.78
Black or African American	82	80	97.56	2.44	21.25
Filipino	--	--	--	--	--
Hispanic or Latino	150	145	96.67	3.33	27.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	94	96.91	3.09	46.81
White	90	83	92.22	7.78	61.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	192	184	95.83	4.17	27.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	56	88.89	11.11	19.64

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)	37.91	37.33	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	312	302	96.79	3.21	37.21
Female	161	154	95.65	4.35	37.91
Male	150	147	98.00	2.00	36.05
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	61.54
Black or African American	86	84	97.67	2.33	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	120	117	97.50	2.50	35.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	37.78
White	43	40	93.02	6.98	62.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	29	90.63	9.37	20.69

2024-25 Career Technical Education Programs

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

Da Vinci Schools offers students a real world, project based curriculum that brings industry expertise into the classroom. Local industry professionals work directly with Da Vinci students and teachers providing project planning support, mentoring, guest lecturing, co-teaching, hosting field trips, and more. Students gain additional work experience through required service learning projects in the community as well as leadership and advocacy opportunities both on and off campus. Da Vinci Schools established the Real World Learning program to bridge the gap between the classroom and the workplace. Students have completed work assignments with local business and internship partners, including Northrop Grumman, Belkin International, 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.

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.

2024-25 Career Technical Education Programs

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	237
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	95.26
Graduates Who Completed All Courses Required for UC/CSU Admission	89.11

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	75%	77%	75%	75%	71%
Grade 7	93%	91%	90%	93%	89%
Grade 9	96%	96%	96%	96%	96%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

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

- Beginning of year 1:1 meetings (TK8)
- Back to School Night (HS)
- Exhibition (Fall and Spring--both TK8 and HS)
- Student-Led Conference (Fall and Spring--both TK8 and HS)

2025-26 Opportunities for Parental Involvement

Presentations of Learning (Spring--both TK8 and HS)

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

Join School Site Council/Parent Advisory Committee

Write a thank you email to a teacher

Take your child on an educational field trip

Take your child to see a college or university with an official admissions tour

Help make teacher welcome baskets

Attend a College Night

Help with a school dance

Help a teacher with a specific project

Assist with the Annual Giving Campaign

Chaperone a field trip

Assist with a student club

Annual end of Year Carnival

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	0	1.5	5	0.9	0.4	1.1	8.2	8.9	8
Graduation Rate	85.7	83.1	76.9	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	121	93	76.9
Female	63	48	76.2
Male	58	45	77.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	44	38	86.4
Filipino	--	--	--
Hispanic or Latino	45	34	75.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	9	81.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	78	59	75.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	10	90.9

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	992	970	40	4.1
Female	506	497	21	4.2
Male	479	467	19	4.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	48	0	0.0
Black or African American	217	212	9	4.2
Filipino	13	13	0	0.0
Hispanic or Latino	383	373	19	5.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	100	98	3	3.1
White	165	162	4	2.5
English Learners	28	26	3	11.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	465	453	27	6.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	118	7	5.9

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
0.92	0.43	0.91	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
0.12	0	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	0.91	0.00
Female	0.00	0.00
Male	1.88	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	1.84	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.00	0.00
White	0.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.48	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. Emergency preparedness includes fire, lockdown and earthquake drills that happen at regular times during the school year. All alarms are treated as real. In the event of an alarm, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and buildings. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. In the case of a major emergency (such as a significant earthquake or fire), parents and guardians and other family members should contact the main office or go to www.davincischools.org for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.

During the 2025-2026 year Connect staff and stakeholders completed and approved a comprehensive safe schools plan according to ed code, and in conjunction with local law enforcement and emergency personnel. The plan was reviewed by the Parent Advisory Committee and approved by the Da Vinci Schools Board of Trustees.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	4	0	0
1	0	0	0	0
2	0	0	0	0
3	24	0	2	0
4	0	0	0	0
5	0	0	0	0
6	9	26	1	0
Other	21	3	7	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4		
3	25		2	
6	7	33		
Other	21	3	8	

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

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	15	18	4	
Mathematics	17	17	6	
Science	14	8	5	
Social Science	17	5	3	

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	18	13	4	
Mathematics	16	22	5	
Science	26		1	
Social Science	24	3	8	

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	173

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 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	14163	1490	12673	76396
District	N/A	N/A	N/A	\$100,375
Percent Difference - School Site and District	N/A	N/A	N/A	-27.1
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	12.8	-19.3

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

Professional Development

Extensive professional development is a signature practice of Da Vinci Schools. DV Connect staff meet for two full weeks in August, a week in January, 2 days at the end of the year and 5 Fridays throughout the year in order to reflect on needs and best practices, revise our practices and create unity among the staff regarding what we do and how we do it. Staff also meets for 2 hour staff meetings every Wednesday morning throughout the school year. As an entire staff, they meet to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance data. Within this time, teachers also hold in grade-level meetings/co-planning meetings with Special Education department to plan interdisciplinary projects and events, i.e. student-led conferences, exhibitions, and presentations of learning, and to conduct job-alike meetings (collegial coaching, vertical alignment of content). Professional Development time

Professional Development

also is used to develop Expected Schoolwide Learning Results (Habits of Excellence and 21st century skills).

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	23