

**Leonardo DaVinci High 2008-09
School Accountability Report Card**

Reported for School Year 2008-09

Published During 2009-10



Davis Joint Unified

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 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.

II. About This School

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Our curriculum is project-based, which helps students develop critical thinking skills and master presentation skills. We freely integrate our projects in different disciplines to prepare our students to succeed at the post-secondary level. Besides mastering the traditional curriculum, students at Leonardo da Vinci High School understand process, leadership, innovation, relationships, motivation, follow-through, and perspective, and they know how to make good decisions.

Our school is a network that extends beyond our campus into homes and nearby communities. Working together sets us apart from some traditional organizations that function on authority and competition. Our size and our emphasis on teamwork and collaboration help us to foster a safe and supportive environment. We treat our students as partners. This shared leadership model promotes collaborative decision-making and a vested interest in our overall success.

Vision Statement: We envision a learning environment uniquely able to prepare students to excel in a diverse and technologically advanced society and to craft their own valued educational experience.

Mission Statement: To engender and elicit in students the skills and resilience to maximize their potential as learners and human beings.

Guiding principles: When making decisions that affect individuals or groups within our school we will ask,

- "Does this advance . . . "
- Sense of community
- Concern and respect for others
- Trust
- Healthful living
- Autonomy
- Adaptability and resilience
- Problem-solving
- Personal integrity
- Dynamic problem solving
- Life long learning
- Accountability

Methodologies: When making decisions about teaching and learning within our school, we will ask,

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“Does this action . . . ”

- Customize learning
- Maximize students' future options
- Build curriculum based on individual student modalities
- Produce into original and creative outcomes
- Teach effective sequencing of tasks and time management
- Increase ability to collaborate
- Promote critical thinking
- Actively involve the student in decision-making
- Model skills and traits for success

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

To become involved at our school, please contact our secretary, Adela Johnson, who will route all inquiries to our Booster Club. Her email address is ajohnson@djusd.k12.ca.us.

The Da Vinci Booster Club provides tremendous support for our students and staff. They provide monthly staff luncheons, an email list that serves our parents, fund-raising for enhancements to classrooms, and scholarship money for students. At this time, parent involvement in our school is not a requirement. However, many parents contribute to the school by donating money, bringing food for various events, offering expert help, acting as panel members for major presentations, coordinating eScrip or donations, or volunteering their general assistance.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 10	132
Grade 11	124
Grade 12	76
Total Enrollment	332

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.11 %	White (not Hispanic)	85.24 %
American Indian or Alaska Native	0.90 %	Multiple or No Response	0.90 %
Asian	3.01 %	Socioeconomically Disadvantaged	5.00 %
Filipino	0.30 %	English Learners	1.00 %
Hispanic or Latino	7.23 %	Students with Disabilities	7.00 %
Pacific Islander	0.30 %	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.2	4	5		23.7	6	4	2	26.3	10	3	6
Mathematics	27.3	1	3	2	27.3	1	7	1	27.0	2	5	3
Science					35.0			1				
Social Science	29.0	1	6	5	27.8	3	7	3	29.9		5	2

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

We are all looking forward to the day when we will move to a new space planned expressly for our methodologies and philosophies, infrastructures and resources. Until then we must make eight portable classrooms our home. The buildings are kept clean by good janitorial service and a greater pride in appearance on the part of the students than is demonstrated at the adjacent DSHS. All buildings are safe, sound, and meet ADA codes. Da Vinci is fully integrated into the DSHS emergency preparedness plan, and we have a campus supervisor available to assist us with any serious student misbehavior or urgent needs. We do not have bells and do not wish to, and students are not required to have hall passes within our setting. Students move in an orderly way consistent with a workplace model.

Our district boasts a weekly collaboration meeting at our secondary schools, an invaluable resource for all aspects of school improvement. During our time together each Wednesday morning our small staff generates common lesson plans and assessments, shares anecdotes of student success, identifies possible obstacles, plans for expansion and recruitment, and discusses both the practical and emotional challenges of teaching in a unique model in a community with high standards and unwavering vigilance. Our staff has also outlined goals for professional development which are serviced during the collaboration period. The time also provides opportunities for shared leadership in curriculum and allows each staff member to invest in our shared vision for our students.

Last summer our staff attended the week-long training on our campus. During this training we aligned our school vision and mission with our staff expectations. Veteran staff members led new teachers through a vital training to learn Lotus Notes and the methodology of project-based learning. We were impressed by the public statements of commitment to student achievement through trusting, respectful relationship and personal responsibility. We also revisited and edited student and staff pledges, which outline standards of student and staff behavior. Pledges are posted in each classroom along with our vision, mission, and learning outcomes. Each aspect of the pledge was discussed during the first three days of school at length, and each student signed a pledge that is then put on file.

Our strong sense of community and caring has been exemplified by the results of a district wide student climate survey. The survey attempts to provide hard data to how students feel about their school, teachers and classmates. We feel that this data is particularly valuable in a small school, because the pulse of the school dramatically effects what is happening in the classroom, particularly when students are required to collaborate with their peers and teachers in a very demanding way. Our survey results were very positive and they express the feeling of many students that they are cared for by staff, the school is a safe place to attend and they feel positively about their experience. (Survey results attached in appendix– DVHS School Climate Results)

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	5.9	7.1	2.1	8.4	7.0	5.9
Expulsions	0.4	0.0	0.0	0.1	0.1	0.1

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Leonardo DaVinci High School is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor ones resulting from common wear and tear, and there are few of them. DaVinci scored between 85 and 97 percent on the 15 categories of our evaluation.

School Facility Good Repair Status. (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	4	9	10	438
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District		
Low-Poverty Schools in District	99	1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	332
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
History-Social Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Foreign Language	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Health	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0
Science Laboratory Equipment (grades 9-12)	DaVinci High School students meet lab science requirements through DSHS.	0
Visual and Performing Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,062.00	\$1,539.00	\$4,524.00	\$79,113.00
District	N/A	N/A	\$6,462.00	\$63,809
Percent Difference – School Site and District	N/A	N/A	-29.99 %	23.98 %
State	N/A	N/A	\$5,512	\$64,246
Percent Difference – School Site and State	N/A	N/A	-17.92 %	23.14 %

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In 2008-09 DaVinci High School received categorical funding and services through the following federal, state and local resources: Title II Professional Development; Arts, Music & Physical Education Block Grant; Career Technical Education; California High School Exit Exam (CAHSEE) Intervention Instructional Services; Secondary School Counselors; Economic Impact Aid – Limited English Proficiency; School and Library Improvement Block Grant; Site Discretionary Block Grant; Davis School Arts Foundation and parcel tax funding.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$35,081	\$40,917
Mid-Range Teacher Salary	\$55,886	\$64,688
Highest Teacher Salary	\$77,965	\$82,849
Average Principal Salary (Elementary)	\$102,403	\$102,130
Average Principal Salary (Middle)	\$108,999	\$108,050
Average Principal Salary (High)	\$115,793	\$117,805
Superintendent Salary	\$201,760	\$176,845
Percent of Budget for Teacher Salaries	42.30 %	40.30 %
Percent of Budget for Administrative Salaries	6.30 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	71	73	79	73	73	75	43	46	50
Mathematics	22	22	29	66	67	66	40	43	46
Science	79	83	85	73	77	81	38	46	50
History-Social Science	68	72	78	69	70	75	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	67	20		56
Pacific Islander	*	*		*
White (not Hispanic)	80	32	89	81
Male	77	33	86	83
Female	81	24	85	73
Economically Disadvantaged	58			58
English Learners	*	*	*	*
Students with Disabilities	56	0	*	75
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English-Language Arts	91.5	86.7	48.6	88.3	85.6	52.9	92.1	86.9	52.0
Mathematics	91.3	88.1	49.9	84.8	84.9	51.3	88.8	87.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	7.9	20.6	71.4	11.2	45.6	43.2
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	27.3	36.4	36.4	27.3	54.5	18.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	6.9	16.8	76.2	9.0	44.0	47.0
Male	10.0	24.3	65.7	13.0	39.1	47.8
Female	5.4	16.1	78.6	8.9	53.6	37.5
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	4	5	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	9	10	16	864
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	13	0	21	868
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	6.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	1.4	1.3	0.0	1.2	0.9	1.1	3.5	4.4	3.9
Graduation Rate	94.3	97.9	100.0	93.9	95.5	96.1	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	96 %	94 %	N/A
African American		89 %	N/A
American Indian or Alaska Native		100 %	N/A
Asian	100 %	98 %	N/A
Filipino		100 %	N/A
Hispanic or Latino	100 %	84 %	N/A
Pacific Islander		100 %	N/A
White (Not Hispanic)	99 %	97 %	N/A
Socioeconomically Disadvantaged	100 %	83 %	N/A
English Learners		71 %	N/A
Students with Disabilities	100 %	60 %	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

DaVinci High School offers Career Technical (CTE) courses in the areas of Photography and Video & Filmmaking.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	126
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

**Courses for University of California and/or California State University Admission
 (School Year 2008-09)**

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	86.1
Graduates Who Completed All Courses Required for UC/CSU Admission	65.2

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science		N/A
Social Science		N/A
All courses	3	9

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All certificated staff are provided three days of professional development each year.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92