

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

DaVinci Charter Academy School
Davis Joint Unified District

Published During
2011-12

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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 2010-11)

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

The curriculum and instructional methodology at Da Vinci Charter Academy is project-based, which facilitates the rigorous development of critical thinking, collaboration, and communication skills. We integrate our projects across subject areas to create a coherent experience of interdisciplinary learning. Besides mastering the state content standards, students at Da Vinci Charter Academy learn project management, leadership, and problem-solving processes for sound decision-making. Our school is part of a broader national network as a member of the New Tech Network. Through ongoing professional development opportunities and a shared technological learning management system, we collaborate and leverage resources from teachers throughout New Tech. Da Vinci intentionally works to develop a school culture based on trust, respect and responsibility, which sets us apart from some traditional organizations that function on authority and competition. Our small size and emphasis on collaboration help us to foster a safe and supportive learning environment. All stakeholders in our community, including staff, students and parents, are treated as partners in shared leadership. This promotes collaborative decision-making and a vested interest in our overall success. Da Vinci Charter Academy's vision is characterized by a progressive learning environment uniquely able to prepare students to excel in a diverse and technologically advanced society. We do this by engendering and eliciting in students the skills and resilience to maximize their potential as learners and human beings. We are guided by the following principles: When making decisions that affect individuals or groups within our school we will ask, "Does this advance . . ." a sense of community, concern and respect for others, trust, healthful living, autonomy, adaptability and resilience, problem-solving, personal integrity, and life-long learning. When making decisions about teaching and learning within our school, we will ask, "Does this action..." customize learning, maximize students' future options, produce original and creative outcomes, teach effective sequencing of tasks and time management, increase ability to collaborate, promote critical thinking, actively involve students in decision-making, and model skills and traits for success.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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@djustd.net.

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 2010-11)

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

Grade Level	Number of Students
Grade 8	51
Grade 9	61
Grade 10	103
Grade 11	116
Grade 12	99
Total Enrollment	430

Student Enrollment by Group (School Year 2010-11)

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
Black or African American	0.9	White	77.2
American Indian or Alaska Native	0.2	Two or More Races	4.2
Asian	3	Socioeconomically Disadvantaged	10.7
Filipino	1.2	English Learners	5.3
Hispanic or Latino	12.6	Students with Disabilities	8.6
Native Hawaiian/Pacific Islander	0		

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	2008-09			2009-10			2010-11					
	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				27.9	3	13	7	28.5	3	8	4	
Mathematics				29	2	8	4	27.1	3	4	3	
Science				28.3	4	9	3	27.6	2	5	2	
Social Science				28	4	8	6	30.1	2	7	6	

III. School Climate

School Safety Plan (School Year 2010-11)

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 are utilizing a converted Elementary site. 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 campus wide 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. Each summer our staff attends 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.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.1	6.2	2.09	5.9	5.1	4.55
Expulsions	0	0	0.23	0.1	0.1	0.05

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

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.

Da Vinci Charter Academy is split between two sites; the junior high school (grades 7-9) is a shared campus program housed in five portables at Emerson Junior High School, and the high school is housed a converted elementary school, Valley Oak, originally built in 1953.










The Valley Oak campus is also shared with five state preschool programs, though the majority of classrooms are used by Da Vinci High School. DVCA moved onto the campus in 2009 after leaving a shared campus arrangement at Davis Senior High School. As an older site in the district, in 2000 there were renovations done to ensure ADA compliance. This also included the installation of networking equipment. As a technologically reliant school, however, Da Vinci plans to upgrade the networking infrastructure in 2012 to ensure reliable and fast internet connectivity. This will include replacement of switches, access points, and core hardware. In 2009, Da Vinci also added a portable classroom equipped for science classes.

The junior high school is currently housed at the back of the Emerson campus in West Davis. Due to increasing enrollment, facilities may change to accommodate the growing population. Plans are still uncertain as to what this will look like. Possibilities include adding more portable classrooms to the existing wing of portables or using classrooms on the Emerson campus.

Long term facilities vision includes either an entirely new campus for the entire Da Vinci program or renovation of existing facilities. In 2003, the original plan was to build a new school in West Village as part of expansion at UC Davis. The footprint for the site is still available, but tight funding makes this project impossible as of now.

School Facility Good Repair Status. (School Year 2011-12)

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

Inspected On: 1/11/2012	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	Room 26--Floor tile damaged. Work order issued to correct 1-17-2012.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	Room 13--Floor needs cleaning. Work order issued to correct 1-17-2012.
Electrical: Electrical	—		—	—	Room 26--Outlet requires repair. Work order issued to correct 1-17-2012.
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	Room 9--Drinking fountain needs adjustment. Room 26--Possible sink drainage issue. Work orders issued to repair 1-17-2012
Safety: Fire Safety, Hazardous Materials	—		—	—	MPR--Two exit signs not functional. Work order issued to correct 1-17-2012.
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	Room 11A, 19--Entrance door sagging. Room 22--Door frame broken. Work orders issued to correct 1-17-2012.
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
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential		18	18	439
Teachers without Full Credential		0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.74	4.26
All Schools in District	77.29	22.71
High-Poverty Schools in District	95.08	4.92
Low-Poverty Schools in District	76.08	23.92

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	1.5	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker	0.2	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

Description of school's program towards meeting William's Settlement Requirements

DaVinci Charter Academy is compliant in its progress towards meeting William's Settlement requirements.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.		Grades 7-8 Prentice Hall, Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002 English 10th Language of Literature, World, McDougall Littell, 2002, 11th Language of Literature, American, McDougal Littell, 2002, 12th Steps to Writing Well, Wadsworth Publishing, 2005, ELA, National Geographic/Hampton Brown, 2009

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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom.		Grade 7, CGP Eduaction, California Mathematics, Course 2, 2007, College Preparatory Mathematics (CPM) CA Algebra Connections, 2008, College Preparatory Mathematics (CPM) CA Geometry Connections, 2008, UCLA, Introduction to Algebra, 2007, Pearson Prentice Hall, Connecting to Algebra, Algebra Readiness Program, 2009, Algebra 1, McDougal Littell, 2007, Geometry, Prentice hall, 2008, Algebra 2, McDougall Littell, 2007, Trigonometry, DC Health Sales office, 1996, Trigonometry, A Unit Circle Approach, Pearson, 2008, Pre-Calculus, Holt, 2004, Algebra 2, Holt, 2004 (Algebra 2/Trig), Calculus Early Transcendental, Brooks-Cole, 2007 (Calc BC), Thomas' Calculus Early Transcendental, Addison-Wesley, 2007 (Calc AB), Thinking Mathematically, Pearson, 2008 (Transition to College)
Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.		Grades 7-8 CPO Science, Focus on Earth, Life and Physical Science, 2006, Earth Science, Physical Science, Glencoe, 2002 (Earth Science), Prentice Hall Biology, Prentice hall, 2002 (Biology, ZooBot, Int. Ag Bio), Biology, Scott Foresman, 2001 (AP Bio), Prentice Hall Chemistry, Prentice Hall, 2002 (Chemistry), Chemistry: A Central Science, Prentice Hall, 2008, (AP Chem). Chemistry in the Community, Freeman, 2008 (Chem Com), Conceptual Physics, (Physics) Hole's Physiology and Anatomy, McGraw Hill, 2003 (Physiology), Environmental science, Prentice hall, 2003 (Env. Sci)

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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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
History-Social Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.		Grade 7 TCI, History Alive! The Medieval World and Beyond, 2006, Grade 8 Prentice Hall, America: History of Our Nation, 2006, TCI Geography Alive! Regions and People, 2006, Modern World History: Patterns of Interaction, McDougall Littell, 2006 (World Civ), American Vision, Modern Times, McGraw hill, 2007 (US History), Enduring Vision, Houghton Mifflin, 2007 (AP US History), Introduction to Human Geography, Prentice Hall, 2000 (Human Geography), Economics: Policies and Practices, Glencoe, 2000 (Econ), Economics, Policies and Principles, Southwestern Publishing, 2009, 1999 (AP Econ), Magraders American Government, Prentice Hall, 2002 (Gov), American Government: Institutions and Policies, Houghton Mifflin, 2006 (AP Gov)
Foreign Language	These text materials are aligned with state content standards and officially adopted for use in the classroom.		Spanish 1, 2 & 3, Paso A Paso, Scott Foresman/Prentice Hall, 1996, Spanish 4, Imagina, Vista Higher Learning, 2007, Spanish 5, iA toda Vela!. EMC Publishing, 2008, French 1, 2 & 3, C'est A Toi, EMC Paradigm, 2007, German 1 & 2, Deutsch Aktuell, EMC Paradigm, 1998, Japanese
Health	These text materials are aligned with state content standards and officially adopted for use in the classroom.		9th Health, Glencoe/McGraw Hill, 2007, 10-12 Health, Perspectives on Health, HEATH, D.C, 1996
Science Laboratory Equipment (grades 9-12)	DaVinci High School lab science requirements are adequate.		N/A
Visual and Performing Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.		N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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	\$10,933.00	\$2,696.00	\$8,237.00	\$60,850.00
District	N/A	N/A	\$6,287.00	\$65,683.00
Percent Difference - School Site and District	N/A	N/A	31.02	-7.36
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	51	-8.51

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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	\$41,284
Mid-Range Teacher Salary	\$55,886	\$65,173
Highest Teacher Salary	\$77,965	\$83,460
Average Principal Salary (Elementary)	\$100,355	\$102,834
Average Principal Salary (Middle)	\$106,819	\$108,953
Average Principal Salary (High)	\$113,477	\$118,384
Superintendent Salary	\$199,742	\$179,397
Percent of Budget for Teacher Salaries	42	40
Percent of Budget for Administrative Salaries	6	6

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts		75	73	75	75	75	49	52	54
Mathematics		36	36	66	69	68	46	48	50
Science		78	86	81	81	82	50	54	57
History-Social Science		73	75	75	71	76	41	44	48

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
All Students in the LEA	75	68	82	76
All Students at the School	73	36	86	75
Male	73	37	90	79
Female	73	35	80	70
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	57	14	0	67
Filipino	0	0	0	0
Hispanic or Latino	50	33	59	51
Native Hawaiian or Pacific Islander				
White	78	37	93	80
Two or More Races				
Socioeconomically Disadvantaged	45	32	68	44
English Learners	0	0	0	0
Students with Disabilities	35	12	0	48
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 Grade Ten Students - Three-Year Comparison (if applicable)

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

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts		86	52	82	81	54	82	84	59
Mathematics		88	53	86	85	54	82	88	56

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

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 in the LEA	16	21	63	12	33	54
All Students at the School	18	33	49	18	45	37
Male	14	41	45	16	41	43
Female	22	24	53	21	49	30
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	38	44	19	40	33	27
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	14	29	57	15	43	43
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	54	15	31	43	36	21
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

California Physical Fitness Test Results (School Year 2010-11)

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.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	17	17	49.1

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	2008	2009	2010
Statewide			9
Similar Schools			1

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. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School		B	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			-1
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	840	874	778
Black or African American		771	696
American Indian or Alaska Native		776	733
Asian	827	928	898
Filipino		899	859
Hispanic or Latino	775	746	729
Native Hawaiian or Pacific Islander		801	764
White	852	903	845
Two or More Races			836
Socioeconomically Disadvantaged	751	738	726
English Learners	654	752	707
Students with Disabilities	611	638	595

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 2010-11)

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 six AYP criteria described above.

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

Federal Intervention Program (School Year 2011-12)

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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	12.5

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	0	0.7	1.1	1	1	4.9	5.7	4.6
Graduation Rate			98.96	96.13	95.96	95.5	80.21	78.59	80.44

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	95	92	36
Black or African American		94	6
American Indian or Alaska Native		100	9
Asian	100	96	12
Filipino			15
Hispanic or Latino	80	78	19
Native Hawaiian/Pacific Islander		50	32
White	96	95	53
Socioeconomically Disadvantaged	100	73	40
English Learners	67	71	43
Students with Disabilities	88	79	13
Two or More Races	100	90	23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

DaVinci Charter Academy offers Journalism. Additionally, DaVinci students were enrolled in Davis Senior High School CTE courses ROP Auto Tech; ROP Environmental Science, and ROP Biotechnology.

Career Technical Education Participation (School Year 2010-11)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	22
Percent of pupils completing a CTE program and earning a high school diploma	1
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25

Courses for University of California and/or California State University Admission (School Year 2009-10)

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	67.2
Graduates Who Completed All Courses Required for UC/CSU Admission	62.1

Advanced Placement Courses (School Year 2010-11)

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	0	N/A
English	0	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	0	N/A
All courses	3	3.4

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.

Time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Categorical dollars are also used to support staff participation in professional development.

Our staff holds a 5 day summer training each year to revisit our school's mission and vision, train new teachers in project-based learning and make collaborative decisions regarding our site and curriculum.

