Da Vinci Communications

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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Mission

Da Vinci Schools exist to provide our students a real world, project-based, college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. Furthermore, the K-8 school exists to run a family collaborative instructional model that supports children to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

Vision

Da Vinci Schools will be an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community.

Philosophy

Da Vinci Schools were founded on the principle that all students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded. We believe that the Three R's of education -- rigor, relevance and relationships -- are essential to student success. Research shows when learning is challenging, hands-on, interesting, personalized, and incorporates the technology that students use in their daily lives, students are more motivated, have higher attendance rates, are more likely to retain the knowledge, and graduate and attend college in higher numbers. Our schools combine a project-based, college preparatory curriculum with real-world active learning, internships, and early college classes ensuring that students acquire the 21st century skills needed for today's workplace. Da Vinci students "learn by doing" -- a philosophy we call "edu-creation" or education you create -- through hands-on, interdisciplinary projects that address real-world problems and challenges, transforming students from passive receivers of information into enthusiastic learners, thinkers and problem-solvers who assume greater responsibility for their learning. Students work cooperatively in technology-rich classrooms where they are encouraged to ask questions, explore, investigate, collaborate, manage resources, strategize, solve problems, and decide how they will achieve their goals. Standardized testing is one tool in our overall assessment and accountability system at Da Vinci Schools, but we do not "teach to the test" or follow the old factory-model of education where teachers lecture at the front of the class and students memorize facts that are quickly forgotten. We think that we can be more effective educators if we disrupt the assembly line approach to education by finding students' unique gifts and interests and cultivating them so students can change their world. Our teachers are curriculum leaders who have autonomy to design rigorous and innovative projects exceeding the Common Core Standards while being tailored to the individual learner and his or her interests. Our community partners play a vital role by helping to align our projects to industry expertise and standards. Success in the 21st century requires new skill sets and a different approach to learning. All of us in the Da Vinci community -- students, families, staff, board members, community partners and supporters -- are committed to ensuring that every Da Vinci student graduates with the knowledge, skills, confidence and compassion needed for success in college and the global workforce.

Overview

Da Vinci Communications is the third, and newest Da Vinci high school, funded in part by a prestigious Next Generation Learning Challenges grant funded by the Bill & Melinda Gates and The William and Flora Hewlett Foundations, and by Northrop Grumman, Chevron, and two private foundations. For the 2014-2015 school year, Da Vinci Communications will serve 135 9th and 10th grade students, adding one grade level per year thereafter.

Da Vinci Communications offers:
- A real world, project-based curriculum with an increased focus on computer-based instruction
- Early College/Dual Enrollment classes that count for both high school and college credit
- An optional fifth year of high school providing students with the opportunity to complete UC/CSU transfer requirements or an AA degree
- Communications pathways (computer programming, media, public relations)
- Exhibition Nights
- Work Experience Program
- Student-Led Conferences
- Industry & Education Partnerships
- Small School Culture

ACCOMPLISHMENTS:
- In 2014, Da Vinci Communications formed a partnership with 72andSunny, one of the most innovative advertising agencies in the world. 10th grade students worked alongside agency brand strategists to conduct research, create story boards, strategy maps, and a final deliverable to raise awareness of the national TRUTH campaign to end teenage smoking.

- Students were invited to present at the iNACOL 2014 Symposium, the industry's leading event for K-12 online, blended and personalized learning.

- In 2014, 10th grade students were invited to present their conflict minerals project at Northrop Grumman's Global Supply Chain Preventative and Corrective Action Board Meeting, in support of responsible sourcing of minerals.

NATHAN BARRYMORE, PRINCIPAL

About the SARC
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (310) 725-5800.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Da Vinci Communications	**12-13**	**13-14**	**14-15**
Fully Credentialed	n/a	n/a	4
Without Full Credential	n/a	n/a	3
Teaching Outside Subject Area of Competence	n/a	n/a	1
Da Vinci Communications High School	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	n/a
Without Full Credential	♦	♦	n/a
Teaching Outside Subject Area of Competence	♦	♦	n/a

Teacher Misassignments and Vacant Teacher Positions at this School			
Da Vinci Communications	**12-13**	**13-14**	**14-15**
Teachers of English Learners	n/a	n/a	2
Total Teacher Misassignments	n/a	n/a	2
Vacant Teacher Positions	n/a	n/a	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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.

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

School Facility Conditions and Planned Improvements (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 1/21/15**				
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Old HVAC
Interior: Interior Surfaces		X		Old interior
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
	Science (grades 5, 8, and 10)
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
	10-11	11-12	12-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

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

Opportunities for Parental Involvement
The Da Vinci High School Family Association meetings are a great way to meet other high school families, get involved, and become familiar with your child's school environment. All meetings are held at your child's school unless otherwise noted.

Volunteers are at the heart of everything we do at Da Vinci Schools, and help make many special things happen. Throughout the year, there will be numerous opportunities to volunteer and make a difference! Please see find some opportunities on campus where volunteers are needed below, and please contact us with additional ways that you may be able to contribute to our school. For more information, please contact the Da Vinci Communications Family Group leader Kim Cochran at briankimc@gmail.com.

Da Vinci Clubs
Interested in Drama? Computers? Science? Journalism? Guitar? Running? Comic Books? Adult volunteers are desperately needed to support and supervise our student-run, after-school clubs. Most clubs meet from 4:00-5:00 pm. For more information, please contact Nathan Barrymore at nbarrymore@davincischools.org.

Main Office/School Support
The front office has an ongoing need for volunteers to help with general office duties (filing, copying, answering phones, greeting visitors, etc.). Volunteers are also needed to assist with lunch time supervision. Seeking very reliable volunteers. Please contact: Jackie Martinez at jmartinez@davincischools.org.

Before School/After School Supervision
Volunteers are needed to supervise and monitor the school grounds and parking areas during morning drop-off and afternoon pick-up Monday - Friday. Volunteers are needed from 8-9:00 AM Monday thru Thursday; from 8:30 - 10:00 AM on Fridays, and from 3:30 to 4:15 daily. Days can be divided up among several parents. Some spots are already filled but there is still a need. Please contact Thomas Curry at tcurry@davincischools.org.

Campus Maintenance/Facilities Support
The Facilities Department has an ongoing need for volunteers to help with general upkeep (sweeping, dusting, vacuuming, trash removal) and landscape maintenance (weeding, watering, mowing, trimming). Hours are flexible. Please contact Yolanda Saldana-Bautista at ysaldana@davincischools.org.

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 Family Association meetings. At least one family member over the age of 18 is expected to attend the following school events:

- Back to School Night
- Fall Exhibition
- Fall Student-Led Conference
- Spring Exhibition
- Spring Student-Led Conference
- Family Association Meeting

And, at least one family member over the age of 18 is encouraged to support Da Vinci Schools by completing a minimum of 5 of the options below.

- Attend a Family Association meeting
- Help with Academic Awards Dinner
- Volunteer at Registration Day
- Assist with the Annual Giving Campaign
- Chaperone a field trip
- Assist with a student club
- Write a thank you email to a teacher
- Take your child on an educational field trip
- Take your child to see a college or university with an official admissions tour
- Help make teacher welcome baskets
- Attend a College Night
- Help with a school dance
- Help a teacher with a specific project
- Translate documents into other languages
- Help clean the school
- Watch Portfolio Defenses

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- • Pupil suspension rates;
- • Pupil expulsion rates; and
- • Other local measures on the sense of safety.

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 building. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. In the case of a major emergency (such as a significant earthquake or fire), parents and guardians and other family members should contact the main office or go to www.davincischools.org for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for. As part of our Disaster Preparedness Plan, Da Vinci asks parents to supply personal use and consumable items in the event that a disaster requires that students remain at school for an extended period of time.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	N/A	N/A	N/A
Expulsions Rate	N/A	N/A	N/A
District	**11-12**	**12-13**	**13-14**
Suspensions Rate			
Expulsions Rate			
State	**11-12**	**12-13**	**13-14**
Suspensions Rate			
Expulsions Rate			

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	n/a
Counselor (Social/Behavioral or Career Development)	n/a
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	n/a
Other	n/a
Average Number of Students per Staff Member	
Academic Counselor	n/a

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	n/a	n/a	n/a	n/a
District	♦	♦	n/a	n/a
State	♦	♦	n/a	n/a
Percent Difference: School Site/District			n/a	n/a
Percent Difference: School Site/ State			n/a	n/a

Professional Development provided for Teachers at Da Vinci Communications

Extensive professional development is a signature practice of Da Vinci Schools. Da Vinci Schools devote substantial time and resources to staff development and collaborative planning. Every Friday, Da Vinci Design staff meet from 8:00-9:00 am to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance. Grade-level teams meet once a week from 8:00-9:00, and job-alike teams meet every other week from 8:00-9:00, to plan interdisciplinary projects and events, i.e. student-led conferences, exhibitions, and portfolio defenses, and to conduct job-alike meetings (collegial coaching, vertical alignment of content). Professional Development time also is used to develop Expected Schoolwide Learning Results, Habits of Mind, and 21st century skills.

New Da Vinci high school teachers receive approximately 21 days of paid professional development (continuing teachers receive 18 days) plus 5 1/2 hours per week and a daily hour-and-a-half planning period for collaborative planning to ensure that every student who graduates from Da Vinci Schools is college-ready, career-prepared, and community-minded.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Da Vinci Communications	**2011-12**	**2012-13**	**2013-14**
English-Language Arts			
Mathematics			
Da Vinci Communications High School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts			
Mathematics			
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts			
Mathematics			

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

*   Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Dropout Rate and Graduation Rate			
Da Vinci Communications	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			
Da Vinci Communications High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			

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

Career Technical Education Programs

Students have numerous opportunities to explore career paths and prepare for the workforce. Da Vinci Schools offers students a real world, project based curriculum that brings industry expertise into the classroom. Local designers, artists, companies, and corporations work directly with Da Vinci Design 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. Our high school offers courses intended to help students prepare for the world of work. While our Intro to Engineering & Design and Communications courses taken by all students do not qualify as career technical education (CTE) as defined by state standards, this sequence of courses have been developed and are continuing to be taught in partnership with design and arts industry partners and partnerships to ensure that our students graduate prepared to enter the workforce and engage in successful careers in these areas.

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 for community businesses and organizations, Da Vinci students gain an understanding of the essential skills and work habits necessary for success. The goal of the Real World Learning program is to bridge the gap between the classroom and the workplace.

There are many ways in which our Community Partners participate with our schools:

Guest Speakers: In order to add real world learning to the curriculum, Da Vinci Schools invite professionals to make classroom presentations.

Career Days: Organizations participate in a career fair at Da Vinci that familiarizes students with potential careers and future employers.

Field Trips: A group of students visits an organization's workplace to see individuals in various jobs and the coordination between functions.

Job Shadows: An individual student spends a day accompanying one of the organization's employees to gain an in-depth perspective of one job.

Mentorships: An employee and a student meet one-on-one periodically to discuss such topics as college preparation, job skills, and career paths.

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.

Virtual Work Experience: An organization submits a project, such as brochure design, that a student completes in a Da Vinci class or seminar, using Skype or teleconferencing to receive the organization's feedback.

Internship: Da Vinci students welcome the opportunity to apply for internships, which allow more intense workplace learning experiences.

Other Workplace Opportunities: At the suggestion of an organization, Da Vinci designs a program tailored to fit the organization's need.

Direct Funding.

Work Experience and Internship Partners:

- Active Ride Shop
- Banc of California
- Barnes & Noble
- Beach Cities Aviation Academy
- Behind the Wheel
- Belkin
- Best Buy
- Boeing
- Bristol Farms
- CXC Simulations
- DaVita
- Denny's
- EagleRider Motorcycle Rental
- El Segundo Animal Hospital
- El Segundo Photo, Web Design, and Tech Help
- Embassy Suites LAX
- Felton Elementary School
- Fresh & Easy
- Fresh Brothers
- GameStop
- GameStop - Lennox
- Gema Property Management
- Haven Academy of the Arts
- Hilton Hotels
- Home Goods
- Juan de Anza Elementary School
- Kerlan-Jobe Orthopedic Clinic
- Kerlan-Jobe Orthopedic Foundation
- Kerlan-Jobe Surgery Center
- The Lakes at El Segundo
- Lazer Image
- Lennox L.E.A.P.
- Magic Rainbow Preschool
- Manhattan Tax & Accounting
- Mattel
- Munchkinland
- Northrop Grumman
- Nothing Bundt Cakes
- Old Navy
- Party City
- Patty Brown Physical Therapy
- Petco
- Peter Burnett Elementary School
- PetMart
- The Rader Company
- Ramada Hotels
- REI
- Roundhouse Aquarium
- Select Physical Therapy
- South Bay Customs
- SpaceX
- Toyota Sports Center
- TWFG Insurance Services
- Vista Investments
- Wiseburn CDC
- Yellow Brick Road