



Da Vinci Science

13500 Aviation Blvd. • Hawthorne, CA 90250 • (310) 725-5800 • Grades 9-12

Steve Wallis, Principal
swallis@davincischools.org
www.davincischools.org

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

Da Vinci Schools

13500 Aviation Boulevard
Hawthorne, CA 90250
(310) 725-5800
www.davincischools.org

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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.

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

The focus of Da Vinci Science is to provide a springboard for students to prepare for careers in science, technology, engineering and mathematics (STEM)-related fields. In 2013, Da Vinci Science was certified as a Project Lead The Way (PLTW) school. PLTW is the leading provider of rigorous and innovative STEM curricula used in middle and high schools across the U.S. In a recent Huffington Post article, Dr. Vince Bertram, the president and CEO of PLTW, called Da Vinci Science "a global model for STEM education." Da Vinci Science students take a rigorous, college preparatory curriculum that is integrated with real-world active learning. Through hands-on, interdisciplinary projects, students are challenged to think like scientists, engineers, architects, designers, and programmers and to solve real-world problems through a process of inquiry, teamwork and design. Examples of recent projects include building Medieval-style Trebuchets to solve quadratic equations, exploring projectile path and Newton's Three Laws of Motion by creating flash animation movies, and building roller coasters to calculate speed, velocity, acceleration, kinetic and potential energy. Da Vinci Science has formed extensive partnerships with local companies, universities and nonprofits, including Northrop Grumman, Boeing, Chevron, Raytheon, SpaceX, Project Lead The Way, El Camino College, Cal Poly San Luis Obispo, Antioch University Los Angeles, and many others. These STEM professionals provide mentoring, internships, project support, and software training, as well as help us identify the real-world knowledge and skill sets that students need to know that do not appear in the Common Core State Standards. Da Vinci Science has implemented Project Lead The Way curricula where students take college classes for college credit such as Introduction to Engineering and Principles of Engineering. Students have additional opportunities to be exposed to STEM education through seminar classes such as Robotics, Aerospace Engineering, Rocketry, Flight School, Civil Engineering and Architecture, and more. Learn more about our 4-Year Engineering Pathway featuring Project Lead The Way curriculum. Students enrolled at Da Vinci Science have many opportunities to explore STEM education beyond the classroom, including through First Robotics Competition, and other design and build competitions, including the yearly Chevron Design Challenge and the Northrop Grumman Innovation Challenge. In 2014, Da Vinci Science captured 2nd place in the Chevron Design Challenge state finals coming within one point of the first place team. The freshmen trio of young women won the regional competition, beating out 16 teams from Southern California, many of whom were juniors and seniors. Student progress is measured and assessed through traditional tests and quizzes, public presentations of learning, exhibitions, and digital portfolios. Da Vinci Science is a recipient of the American Society of Engineering Education (ASEE) 2011 Excellence in Engineering Education Collaboration Award. In October 2010, Da Vinci Science was cited by the U.S. Department of State as a "best practice" example demonstrating how industry, government, academia and the K-12 community can effectively collaborate to engage students in STEM education.

About Us

Da Vinci Science is a small, public charter high school in Los Angeles authorized by the Wiseburn Unified School District and accredited by the Western Association of Schools and Colleges (WASC). Da Vinci Science offers a real world, project-based curriculum with an engineering focus through the national Project Lead the Way program. All Da Vinci students take University of California (UC)/California State University (CSU) approved college-prep courses. Project Lead The Way curricula, Project Based Learning, Mastery Based Grading, and personalization of student experience give students a four year learning experience that is both broad and in-depth. These strengths translate into college-ready students. Ninety-eight percent of the class of 2014 successfully completed their "a-g" requirements for admission to a UC or CSU school; 100% of graduates were accepted to college; and 84% were accepted to a four-year college or university. Dr. Vince Bertram, the president and CEO of Project Lead The Way, calls Da Vinci Science "a global model for STEM education." Dr. David Brown, the former Executive Director of WASC, said "Da Vinci Schools are among the very finest I've seen." Jack O'Connell, the former California State Superintendent of Public Instruction, said "Da Vinci Schools should be a model for other public schools in the state." Serving diverse students from 80 zip codes across Los Angeles County, Da Vinci Science is located in the heart of aerospace country. Several major STEM (Science, Technology, Engineering and Math)-focused companies such as Northrop Grumman, Raytheon, Boeing, Chevron, and The Aerospace Corp are located within blocks of Da Vinci Science. Da Vinci Science capitalizes on this opportunity by having engineers and scientists work directly with students and teachers. These industry experts help students master the real-world knowledge and skills that do not appear in the Common Core education standards. Industry partners also co-teach several engineering core courses and seminars (electives) such as Project Lead The Way's Introduction to Engineering Design, Principles of Engineering, Engineering Design & Development, Aerospace Engineering, Digital Electronics, Biotechnical Engineering, and more. Da Vinci Science is a member of the Coalition of Essential Schools and is a certified charter school of the California Charter Schools Association.

STEVE WALLIS, PRINCIPAL

Major Achievements

- Da Vinci Science is called a "global model for STEM education" in a Huffington Post article penned by Dr. Vince Bertram, the president and CEO of Project Lead The Way.
 - Class of 2014 graduates are college ready and career prepared with 98% of graduating seniors having met UC and CSU "A-G" requirements for admission and 84% of whom received four-year university offers. Close to 500 students have gained valuable work experience as part of Da Vinci's Real World Learning program since its inception.
 - Da Vinci Science graduates have been accepted to every UC and CSU university, as well as Yale University, MIT, Stanford University, Columbia University, University of Pennsylvania, Princeton University, Purdue University, Carnegie Mellon University, Johns Hopkins University, Reed College, and many more.
- In 2014, Da Vinci Science was invited by Los Angeles Unified School District to serve as a best practice demonstration site for establishing a regional real world learning model as part of a \$15 million Career Pathways Grant from the state's Department of Education for programs linking learning and career and technical education.
- Da Vinci Science FIRST Robotics Team 4201, the "Vitruvian Bots," finished 5th out of 66 teams in the 2014 Los Angeles Regional Competition, and their alliance finished in third place. In addition, Da Vinci won the Imagery Award and the Motorola Quality Award.
- Three Da Vinci Science 9th graders captured 2nd place in the 2014 Chevron Design Challenge state finals coming within one point of the first place team. The freshmen trio of young women won the Chevron Design Challenge regional competition, beating out 16 teams from Southern California, many of whom were juniors and seniors.
- In 2013, Da Vinci Science received certification for its Project Lead The Way program.
- In 2013, three Da Vinci Science students were named Gates Millennium Scholars, a nationally competitive and elite scholarship program that provides full financial support for undergraduate and graduate school programs for 10 years.
- Da Vinci Science was named among an elite group of Schools That Can.
- In 2013, Da Vinci Science was reaccredited by the Western Association of Schools & Colleges for six years, the longest accreditation term granted by WASC.
- Da Vinci Science received an API score of 816 for 2012, an increase of 17 points over the previous year. Ninety-six percent of students passed the English Language and Math portions of the CAHSEE test on their first attempt.
- Da Vinci Science's Robotics Team won the Top Rookie Seed award at the 2012 Los Angeles Regional FIRST Robotics Competition, finishing fifth out of 66 teams.
- Da Vinci Science won second place in the Northrop Grumman High School Innovation Challenge that was part of National Engineers Week 2012.
- Da Vinci Schools was selected to participate in an informational hearing on STEM education hosted by Assembly member Betsy Butler at Northrop Grumman in Redondo Beach. The event brought together innovators and educators focused on preparing the next generation of engineers and scientists.
- Da Vinci Science had a 97% average daily attendance rate during 2013-2014.
- In November 2012, Da Vinci Science hosted its first Engineering Exhibition. Students showcased their work from their PLTW classes, and engineers from Boeing, Raytheon, Northrop Grumman, SpaceX, and Chevron shared their path to engineering and what their work entails.
- In fall 2012, Da Vinci Science launched a new course, American Sign Language. ASL has been particularly helpful for learners who struggle with language acquisition, especially those with special needs. This course fulfills the UC foreign language requirement.

Focus for Improvement

- Da Vinci Science has prioritized areas for growth as follows:
 - Develop systems for longitudinal analysis of students' progress
 - Ensure that programs and practices remain sustainable for teachers and counselors
 - Align English Language Arts and Math Essential Skills with the Common Core Standards, and of Science Essential Skills with Next Generation Science Standards
 - Implement a consistent system of providing interventions to struggling students and students "in the middle"
 - Help students develop strategies for optimizing their performance on standardized tests such as the SAT, ACT, CST and CAHSEE
 - Institute greater inclusion of students and families as stakeholders in refining the school's vision and programs

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 Grade Level

Grade Level	Number of Students
Gr. 9	139
Gr. 10	128
Gr. 11	137
Gr. 12	104
Total	508

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.8
American Indian or Alaska Native	0.6
Asian	6.9
Filipino	2.4
Hispanic or Latino	55.9
Native Hawaiian/Pacific Islander	0.6
White	16.1
Two or More Races	4.3
Socioeconomically Disadvantaged	47.8
English Learners	2.8
Students with Disabilities	6.3

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 Science	12-13	13-14	14-15
Fully Credentialed	29	25	26
Without Full Credential	4	1	0
Teaching Outside Subject Area of Competence	0	0	0
Da Vinci Schools	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 Science	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 1/21/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Some new HVAC & some 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	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	38	54	50	66	66	69	60	59	60

* 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
ELA	75	70	74	71	73	73	54	56	55
Math	19	26	30	51	51	52	49	50	50
HSS	72	59	55	68	69	70	48	49	49

* 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		7	8
Similar Schools		7	6

* 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	69	
All Student at the School	50	
Male	59	
Female	36	
Black or African American	50	
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	38	
Native Hawaiian/Pacific Islander		
White	80	
Two or More Races		
Socioeconomically Disadvantaged	30	
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		B	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			2
Native Hawaiian/Pacific Islander			
White			12
Two or More Races			
Socioeconomically Disadvantaged			42
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 Science Assistant Principal Erin D'Souza at edsouza@davincischools.org.

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 Erin D'Souza at edsouza@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: Corinne Valle at cvalle@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 Erin D'Souza at edsouza@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	0.0	1.4	1.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.8	1.2	1.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* 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	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		25.0

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	.25
Other	
Average Number of Students per Staff Member	
Academic Counselor	260

* 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.

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
Gr. 2	19			1			0			0		
Gr. 3		11			2							
Gr. 4		7			3							
Gr. 5	19	10		1	2		0			0		
Gr. 6		6			4							
English	29.6	29	29	3	4	4	13	8	9	5	13	11
Math	29.1	27	28	3	5	4	8	10	7	5	7	7
Science	30.1	29	29	2	6	5	6	2	6	7	12	6
SS	28	26	27	3	7	4	10	9	5	1	5	7

* 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.

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	7,852	384	7,468	54,061
District	♦	♦	n/a	n/a
State	♦	♦		69,435
Percent Difference: School Site/District			n/a	n/a
Percent Difference: School Site/ State				-22.1

Professional Development provided for Teachers at Da Vinci Science

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 staff meet from 8:00-9:30 am to celebrate each other’s work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance. Within this time, teachers also hold in grade-level meetings 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	27	29	43	31	47	23
All Students at the School	21	23	56	16	46	38
Male	21	15	64	8	42	49
Female	21	35	44	28	51	21
Black or African American	15	23	62	8	33	58
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	29	22	49	21	50	29
Native Hawaiian/Pacific Islander						
White	10	10	80	5	45	50
Two or More Races						
Socioeconomically Disadvantaged	29	22	49	24	40	36
English Learners						
Students with Disabilities	38	38	23	23	54	23
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 Science	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Da Vinci Schools	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	98.69	99.27	84.56
Black or African American	100.00	98.15	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	100.00	100.00	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	97.53	99.37	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	100.00	100.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	98.78	101.91	82.58
English Learners	50.00	77.78	53.68
Students with Disabilities	100.00	100.00	60.31

Dropout Rate and Graduation Rate			
Da Vinci Science	2010-11	2011-12	2012-13
Dropout Rate (1-year)		7.4	3.8
Graduation Rate		83.33	94.87
Da Vinci Schools	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

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	51.45
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	374
% 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	100

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 engineers and scientists work directly with Da Vinci Science students and teachers providing project planning support, mentoring, guest lecturing, co-teaching, hosting field trips, and more. Students gain additional work experience through required service learning projects in the community as well as leadership and advocacy opportunities both on and off campus. Da Vinci Schools established the Real World Learning program in the second semester of 2011-2012 to bridge the gap between the classroom and the workplace. In the first semester of 2013-2014, students completed work assignments with local business and internship partners, including Northrop Grumman, Belkin, Boeing, Mattel, Hilton Hotels, Kerlan-Jobe Orthopedic Clinic, Best Buy, and more. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students.

The Real World Learning program is an opportunity provided to all Da Vinci Schools students at the high school level. This is the “hands-on” component of our cornerstone college preparation and career exploration curriculum. Working 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