

# Da Vinci Communications

12495 S. Isis Ave. • Hawthorne, CA 90250 • (310) 725-5800 • Grades 9-12

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



**Da Vinci Schools**  
13500 Aviation Blvd  
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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. 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, and was originally 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. Da Vinci Communications opened as an academy of 66 9th grade students in 2013-2014 on the Da Vinci Design campus. For the 2014-2015 school year, Da Vinci Communications served 135 9th and 10th grade students, and will serve 203 9th, 10th, and 11th grade students for the 2015-2016 school year. In 2016-2017, all four grades will serve a total enrollment of 270 students, and the first senior class will graduate. Enrollment expansion will continue each year thereafter, with an eventual enrollment target of approximately 515 students by 2020-2021.

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
- Student-Led Conferences
- Industry & Education Partnerships
- Small School Culture
- Work Experience Program

## 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.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- 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/guardians and community members should contact the school at (310) 725-5800 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	66
Grade 10	68
<b>Total Enrollment</b>	<b>134</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	34.3
Asian	1.5
Hispanic or Latino	39.6
White	21.6
Two or More Races	3
Socioeconomically Disadvantaged	42.5
English Learners	5.2
Students with Disabilities	7.5

## 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	13-14	14-15	15-16
With Full Credential	n/a	4	9
Without Full Credential	n/a	3	1
Teaching Outside Subject Area of Competence	n/a	1	0
Da Vinci Schools	13-14	14-15	15-16
With Full Credential	♦	♦	71
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Da Vinci Communications	13-14	14-15	15-16
Teachers of English Learners	n/a	2	1
Total Teacher Misassignments	n/a	2	1
Vacant Teacher Positions	n/a	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

2014-15 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	85.7	14.3
Districtwide		
All Schools	96.9	3.1
High-Poverty Schools	96.5	3.5
Low-Poverty Schools	100.0	0.0

\* 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 2015-16)**

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

**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: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>			46			76			56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

**2014-15 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	76
All Student at the School	46
Male	48
Female	43
Black or African American	40
Asian	--
Hispanic or Latino	35
White	75
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	39
Foster Youth	--

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**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.

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](mailto: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](mailto:nbarrymore@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

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

- 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.

**School Safety Plan**

**Emergency Procedure**

Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, lockdown and earthquake drills that happen at regular times during the school year. All alarms are treated as real. In the event of an alarm, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and 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](http://www.davincischools.org) for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	N/A	N/A	1.47
Expulsions Rate	N/A	N/A	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	N/A	N/A	1.16
Expulsions Rate	N/A	N/A	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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		20.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English			27			2			2			4
Math			15			12			1			1
Science			34						1			3
SS			34									2

\* 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	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.25
Resource Specialist	.2
Other	.3
Average Number of Students per Staff Member	
Academic Counselor	200

\* 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.

### Professional Development provided for Teachers

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 Communications 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 and job-alike teams meet regularly 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (ES)	N/A	N/A
Average Principal Salary (MS)	N/A	N/A
Average Principal Salary (HS)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of District Budget		
Teacher Salaries	N/A	N/A
Administrative Salaries	N/A	N/A

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

FY 2013-14 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	\$50,950
District	♦	♦	N/A	N/A
State	♦	♦	\$5,348	N/A
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			N/A	N/A

\* Cells with ♦ do not require data.

2014-15 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	28	26	46	35	46	19
All Students at the School	30	29	41	33	48	18
Male	42	31	28	28	53	19
Female	17	27	57	40	43	17
Black or African American	36	27	36	32	50	18
Hispanic or Latino	36	29	36	44	48	7
White	13	33	53	19	50	31
Socioeconomically Disadvantaged	33	33	33	38	46	15

\* 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	2012-13	2013-14	2014-15
English-Language Arts	N/A	N/A	70
Mathematics	N/A	N/A	67
Da Vinci Schools	2012-13	2013-14	2014-15
English-Language Arts	72	70	72
Mathematics	54	61	65
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Da Vinci Communications	2011-12	2012-13	2013-14
Dropout Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A
Da Vinci Schools	2011-12	2012-13	2013-14
Dropout Rate	7.4	4.5	4.0
Graduation Rate	83.3	92.7	91.6
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95



Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	123
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.26
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	N/A	96.85	84.6
Black or African American	N/A	97.78	76.00
American Indian or Alaska Native	N/A	N/A	78.07
Asian	N/A	100.00	92.62
Filipino	N/A	100.00	96.49
Hispanic or Latino	N/A	96.75	81.28
Native Hawaiian/Pacific Islander	N/A	200.00	83.58
White	N/A	91.43	89.93
Two or More Races	N/A	100.00	82.80
Socioeconomically Disadvantaged	N/A	98.28	81.31
English Learners	N/A	100.00	50.76

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	♦
English	N/A	♦
Fine and Performing Arts	N/A	♦
Foreign Language	N/A	♦
Mathematics	N/A	♦
Science	N/A	♦
Social Science	N/A	♦
All courses	N/A	N/A

\* Where there are student course enrollments.

### 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 professionals, companies, and corporations work directly with Da Vinci Communications 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, including the Computer Science and Communications courses taken by all students which are considered career technical education (CTE). This sequence of courses have been developed and are continuing to be taught in partnership with industry partners and partnerships, including Project Lead the Way (PLTW) in the case of Computer Science, 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.

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

### **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., test data, enrollment, high school 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.