Da Vinci Design

12501 S. Isis Avenue • Hawthorne, CA 90250 • (310) 725-5800 • Grades 9-12
Kate Parsons, Principal
kparsons@davincischools.org
dvd.davincischools.org

2014-15 School Accountability Report Card
Published During the 2015-16 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 Design 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 Design offers a real world, project-based curriculum with a design focus. All Da Vinci students take University of California (UC)/California State University (CSU) approved college-prep courses. 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. Serving diverse students from 80 zip codes across Los Angeles County, Da Vinci Design has partnerships with many local design leaders and institutions. 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 seminars (electives). Da Vinci Design is a member of the Coalition of Essential Schools and is a certified charter school of the California Charter Schools Association. Students enrolled in Da Vinci Design are preparing for college and 21st century careers in architecture, product design, graphic design, and other jobs that call for skills in art, design, science and technology. Da Vinci Design engages students in a rigorous and relevant college preparatory curriculum that uses hands-on, project-based learning to give lessons real-world context and meaning. Students learn not only academic content but also the vital 21st century skills – including creativity, innovation, collaboration, problem-solving and communication – they need to become the next generation of artists, designers, thinkers and business leaders.

Da Vinci Design has partnerships with many local design leaders, including, 72andSunny, Art Center College of Design, Mattel, Belkin International, Gensler, Karten Design, and the XPrize Foundation, that offer project support, job shadowing opportunities, internships, and mentoring to help students master the real-world skills and knowledge that do not appear in the state and federal content standards. Examples of recent projects include designing medical devices and headphones that spread messages of social change. The Da Vinci-Karten-X Prize collaboration was featured in Fast Company's blog, "What Happens When High School Students Take a Stab at the Tricorder X Prize?" Students enrolled in Da Vinci Design have many opportunities to explore design beyond their core classes. Seminar classes have included Illustration, Product Design, Architecture, Toy Design, Vehicle Design, Photography, Web Programming, Game Design, Murals, Fibers, Computer Modeling & Design, and many more. Students also hone their art and design skills at various exhibitions and competitions, including the yearly Vans Custom Culture shoe design competition, in which Da Vinci Design students have twice been semi-finalists. Student progress is measured and assessed through traditional tests and quizzes, public presentations of learning, exhibitions, and digital portfolios.

Major Achievements
• 98% of Da Vinci Design graduates have completed the necessary coursework for admission to a 4-year university; 80% of our Class of 2015 graduates were accepted to 4-year colleges or universities.
• Da Vinci Design graduates have been accepted to every UC and CSU university, and many other prestigious universities across the nation including Dartmouth, USC, Boston University, Mills College, Otis College of Art & Design, Pitzer College, and many more.
• In 2014, two Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Syracuse University and Kalamazoo College.
• In 2015, three Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Hobart & William Smith College and Bucknell University.
• In 2014, 30 Da Vinci Design students participated in the Riordan Scholars Saturday Business Institute, a mentoring program that pairs MBA students from the UCLA Anderson School of Business with 10th, 11th and 12th graders to discuss their academic, career and personal goals. Twelve students compete at the 20th Annual Riordan Scholars Stock Market Competition; one Da Vinci Design student was on the team that captured top honors. In 2015, 18 students participated in the Saturday Business Institute.
• Da Vinci Design was named among an elite group of Schools That Can.
• Da Vinci Design worked closely with industry partners, Karten Design and the XPrize Foundation, to design projects that would bring real world learning and expertise into the classroom. The collaborations were featured in two articles in Fast Company's blog, "What Happens When High School Students Take a Stab at the Tricorder X Prize?" and "4 Things That Ninth Graders Can Teach You About Risk-Taking Design."
• Da Vinci Design was one of 50 semi-finalists in the 2012 Vans Custom Culture Shoe Design Competition, a national contest that attracted a pool of over 400 entrants from all 50 states.
• Da Vinci Design had a 95% average daily attendance rate during 2014-2015.
• In fall 2012, Da Vinci Design 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 Design has prioritized areas for growth as follows:
• Develop and create pathways for teachers so they can support and meet the needs of all students.
• Create a math and English language pathway for students to feel successful and master their respective course.
• Continue to implement systems for longitudinal data to show student and school progress.

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	138
Grade 10	134
Grade 11	125
Grade 12	115
Total Enrollment	512

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	17.2
Asian	2.3
Filipino	2
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	0.8
White	14.6
Two or More Races	4.9
Socioeconomically Disadvantaged	46.5
English Learners	4.5
Students with Disabilities	12.3
Foster Youth	0.2

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 Design	**13-14**	**14-15**	**15-16**
With Full Credential	25	24	25
Without Full Credential	6	4	3
Teaching Outside Subject Area of Competence	1	1	2
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 Design	**13-14**	**14-15**	**15-16**
Teachers of English Learners	2	2	1
Total Teacher Misassignments	2	2	2
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

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	89.6	10.4
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. The math courses at Da Vinci Design use CPM (College Preparatory Mathematics) curriculum and students have access to online resources and assignments.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
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**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces		X		
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 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

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	32	25	25	77	83	76	59	60	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**
9	22.20	21.40	23.00

* 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 for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	81	60	44
Math	12	37	33

* 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	25
Male	21
Female	29
Black or African American	20
Asian	--
Filipino	--
Hispanic or Latino	16
White	52
Two or More Races	--
Socioeconomically Disadvantaged	10
English Learners	--
Students with Disabilities	15
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**
All Students	11	125	121	96.8	5	14	47	34
Male	11		47	37.6	13	15	34	38
Female	11		74	59.2	0	14	55	31
Black or African American	11		14	11.2	0	0	57	43
Asian	11		3	2.4	--	--	--	--
Filipino	11		3	2.4	--	--	--	--
Hispanic or Latino	11		79	63.2	8	20	46	27
Native Hawaiian or Pacific Islander	11		1	0.8	--	--	--	--
White	11		16	12.8	0	6	38	56
Two or More Races	11		5	4.0	--	--	--	--
Socioeconomically Disadvantaged	11		55	44.0	5	15	53	27
English Learners	11		7	5.6	--	--	--	--
Students with Disabilities	11		13	10.4	23	31	23	23
Foster Youth	11		--	--	--	--	--	--

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 results 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
All Students	11	125	121	96.8	48	40	9	3
Male	11		47	37.6	47	40	9	4
Female	11		74	59.2	49	39	9	3
Black or African American	11		14	11.2	43	57	0	0
Asian	11		3	2.4	--	--	--	--
Filipino	11		3	2.4	--	--	--	--
Hispanic or Latino	11		79	63.2	52	35	11	1
Native Hawaiian or Pacific Islander	11		1	0.8	--	--	--	--
White	11		16	12.8	38	50	0	13
Two or More Races	11		5	4.0	--	--	--	--
Socioeconomically Disadvantaged	11		55	44.0	49	38	13	0
English Learners	11		7	5.6	--	--	--	--
Students with Disabilities	11		13	10.4	77	23	0	0
Foster Youth	11		--	--	--	--	--	--

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.

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 Megan Martin at meganmartin@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 Megan Martin at meganmartin@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.). Seeking very reliable volunteers. Please contact: Maria Beltran at mbeltran@davincischools.org.

Before School/After School Supervision
Volunteers are needed to supervise and monitor the school grounds and parking areas for traffic duty 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.

Parent Event Attendance

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

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 Awards Ceremonies/Dinners
Volunteer at Registration Day
Volunteer at Counselor-run college information nights
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 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	0.73	3.25	1.92
Expulsions Rate	0.00	0.00	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**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	Yes	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	32	29	28		4	3	7	13	8	14	11	12
Math	33	24	27		8	4	5	10	6	9	8	5
Science	33	32	27		1	3	4	5	8	9	10	4
SS	30	28	29	2	2	1	7	15	12	7	5	4

* 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	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	.25
Resource Specialist	.25
Other	2
Average Number of Students per Staff Member	
Academic Counselor	250

* 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 staff meet from 8:00-9:00am 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, the Design Process, 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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,888	$1,075	$7,812	$48,712
District	♦	♦	N/A	N/A
State	♦	♦	$5,348	N/A
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			46.1	-32.5

* Cells with ♦ do not require data.

Types of Services Funded

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	41	27	31	56	32	12
Male	49	27	24	49	40	11
Female	36	27	37	62	26	12
Black or African American	57	13	30	61	30	9
Hispanic or Latino	49	25	25	63	28	8
White	16	32	53	37	47	16
Two or More Races	17	42	42	42	42	17
Socioeconomically Disadvantaged	47	27	26	60	34	6
Students with Disabilities	84	5	11	84	11	5

* 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 Design	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	63	62	59
Mathematics	42	45	44
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 Design	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	N/A	5.3	0
Graduation Rate	N/A	90.23	95.8
Da Vinci Schools	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	7.4	4.5	4.0
Graduation Rate	83.33	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	44
% 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

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	101.69	96.85	84.60
Black or African American	103.45	97.78	76.00
American Indian or Alaska Native	N/A	N/A	78.07
Asian	N/A	100.00	92.62
Filipino	100.00	100.00	96.49
Hispanic or Latino	100.00	96.75	81.28
Native Hawaiian/Pacific Islander	200.00	200.00	83.58
White	100.00	91.43	89.93
Two or More Races	N/A	100.00	82.80
Socioeconomically Disadvantaged	101.47	98.28	81.31
English Learners	100.00	100.00	50.76

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	99.6
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	99.17

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 architects and designers 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. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. Da Vinci Design officially launched their Architecture Pathway in Spring 2016 with the class of 2019. 9th graders begin the pathway by taking a 1-unit Introduction to Architecture college course via El Camino College (our local community college). Over the next three years, courses will continue to be offered in the field of architecture that lead to a certificate or A.S. degree in Architecture at El Camino College. A graphic design pathway of similar nature is currently being formulated.

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. Starting in 2013-2014, students completed and have continued to take on 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. While our Art & Design course sequence taken by all students does 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	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.