



Da Vinci Science

13500 Aviation Blvd. • 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 Boulevard
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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. Da Vinci Science High School exists to provide our students a rigorous, relevant, and hands-on college preparatory education which emphasizes science & engineering in a safe and supportive school family

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. Da Vinci Science High School will be recognized by colleges, local industry, and the Wiseburn community as a top engineering high school in California where students master the content of all disciplines.

Philosophy

Da Vinci Science High School's mission is to provide our students a rigorous, relevant, and hands-on college preparatory education which emphasizes science & engineering in a safe and supportive school family. Our vision is that Da Vinci Science High School will be recognized by colleges, local industry, and the Wiseburn community as a top engineering high school in California, where students master the content of all disciplines. Da Vinci Science students take a rigorous, college preparatory curriculum that is integrated with hands-on, real-world learning and career pathway classes that focus on the knowledge and skill sets needed for 21st century jobs. 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 can be found in the DVS Project Book, a compilation of projects from every course that was completed in the spring of 2015. Student progress is measured and assessed through traditional assessments as well as public presentations of learning, exhibitions, and digital portfolios. All teachers use Mastery-Based Grading based on identified essential skills and a common gradebook architecture. 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 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, work experience opportunities, 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. DVS students also have the opportunity to enroll in Early College/Dual Enrollment classes that count for both high school and college credit through Antioch University LA and El Camino College. 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.

About Us

The Da Vinci Schools opened in August 2009 as independently governed and operated public charter high schools serving the Wiseburn community and children from 45+ zip codes. Da Vinci Schools are a nonprofit independently governed Local Education Agency authorized by the Wiseburn Unified School District and approved by the California Department of Education. Da Vinci Schools and the Wiseburn Unified School District operate as two legal entities to take advantage of operating flexibilities and significant resources, but with one common purpose. Both organizations are fundamentally focused on providing an outstanding educational experience for the Wiseburn community and other families.

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). DVS offers a real world, project-based curriculum with an engineering focus through the national Project Lead the Way program. All DVS 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.

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. Da Vinci Science is a member of the Coalition of Essential Schools and is a certified charter school of the California Charter Schools Association. In 2010, Da Vinci Schools received full accreditation by the Western Association of Schools & Colleges (WASC). In 2013, Da Vinci Design and Da Vinci Science were reaccredited by WASC for 6 years, the longest accreditation term the organization grants to any institution.

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, 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.
- One Da Vinci Science student in 2014, and three in 2013, 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.

Focus for Improvement

Da Vinci Science has prioritized areas for growth as follows:

- Develop & implement a systematic approach for supporting struggling students.
- Increase inter-grade connections between curricula, coursework, and student experience.
- Grow the culture of advisory and strengthen the experience of an on campus family.
- Refine the honors program to heighten the experience of advanced coursework.

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	135
Grade 10	139
Grade 11	123
Grade 12	132
Total Enrollment	529

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.2
Asian	5.3
Filipino	2.5
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.6
White	17
Two or More Races	6.2
Socioeconomically Disadvantaged	44.4
English Learners	3.6
Students with Disabilities	7.4
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 Science	13-14	14-15	15-16
With Full Credential	25	26	23
Without Full Credential	1	0	3
Teaching Outside Subject Area of Competence	0	0	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 Science	13-14	14-15	15-16
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
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	93.6	6.5
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	
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

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	80	60	44
Math	61	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.

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
Science	52	50	30	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.

2014-15 Percent of Students Meeting Fitness Standards

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.30	19.50	48.00

* 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 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	30
Male	32
Female	30
Black or African American	43
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	18
White	63
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	22
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	121	119	98.3	3	18	30	50
Male	11		73	60.3	3	14	30	53
Female	11		46	38.0	2	24	30	43
Black or African American	11		14	11.6	0	21	21	57
Asian	11		6	5.0	--	--	--	--
Filipino	11		3	2.5	--	--	--	--
Hispanic or Latino	11		71	58.7	4	23	38	35
White	11		20	16.5	0	0	20	80
Two or More Races	11		5	4.1	--	--	--	--
Socioeconomically Disadvantaged	11		51	42.1	2	22	35	41
English Learners	11		9	7.4	--	--	--	--
Students with Disabilities	11		10	8.3	--	--	--	--
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.

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	121	119	98.3	13	26	39	22
Male	11		73	60.3	8	18	44	30
Female	11		46	38.0	22	39	30	9
Black or African American	11		14	11.6	14	14	43	29
Asian	11		6	5.0	--	--	--	--
Filipino	11		3	2.5	--	--	--	--
Hispanic or Latino	11		71	58.7	18	30	38	14
White	11		20	16.5	0	25	30	45
Two or More Races	11		5	4.1	--	--	--	--
Socioeconomically Disadvantaged	11		51	42.1	18	31	33	18
English Learners	11		9	7.4	--	--	--	--
Students with Disabilities	11		10	8.3	--	--	--	--
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

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! For more information, please contact the Da Vinci Science Assistant Principal Erin D'Souza at edsouza@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 School Site Council 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
- School Site Council Meeting

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	1.42	1.35	0.37
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	29	29	30	4	4	4	8	9	6	13	11	13
Math	27	28	27	5	4	8	10	7	8	7	7	7
Science	29	29	31	6	5	2	2	6	6	12	6	8
SS	26	27	29	7	4	3	9	5	6	5	7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.15
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.25
Resource Specialist	.2
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 8:00-9:30 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.

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	\$9,702	\$623	\$9,079	\$56,840
District	♦	♦	N/A	N/A
State	♦	♦	\$5,348	N/A
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			69.8	-22.1

* 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	13	24	63	16	58	26
Two or More Races	13	24	63	16	58	26

* 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	2012-13	2013-14	2014-15
English-Language Arts	81	77	87
Mathematics	67	78	84
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 Science	2011-12	2012-13	2013-14
Dropout Rate	7.4	3.8	8.4
Graduation Rate	83.33	94.87	86.92
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	422
% of pupils completing a CTE program and earning a high school diploma	66%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86%

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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	91.35	96.85	84.60
Black or African American	87.50	97.78	76.00
American Indian or Alaska Native	N/A	N/A	78.07
Asian	100.00	100.00	92.62
Filipino	100.00	100.00	96.49
Hispanic or Latino	92.98	96.75	81.28
Native Hawaiian/Pacific Islander	100.00	200.00	83.58
White	78.57	91.43	89.93
Two or More Races	100.00	100.00	82.80
Socioeconomically Disadvantaged	93.75	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	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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 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.