Da Vinci Communications

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Da Vinci Communications
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District Governing Board

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Dr. Don Brann

Art Lofton

Brian Meath

Jennifer Morgan

Israel Mora

Roger Bañuelos

District Administration

Dr. Matthew Wunder
Superintendent

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/work experience, and early college classes ensuring that students acquire the 21st century skills needed for today's 21st century workplace. 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, career, and life.

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 served 205 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 through Antioch University LA, UCLA Extension, El Camino College, Cal State Dominguez Hills, and West L.A. College
- Communications Career Pathways in Computer Programming (robotics, web design, app development), Strategic Communications, Journalism, and Music & Media
- Exhibition Nights
- Work Experience Program
- Student-Led Conferences
- Industry & Education Partnerships
- Small School Culture

Da Vinci Communications has a deep and enduring partnership with 72andSunny, an award-winning advertising agency based in Silicon Beach. In one recent project, 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.

Da Vinci Communications students are making their mark beyond the classroom as well. Students were invited to present at the iNACOL 2014 Symposium, the industry's leading event for K-12 online, blended and personalized learning. Additionally, 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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	71
Grade 10	65
Grade 11	69
Total Enrollment	205

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	31.2
American Indian or Alaska Native	0
Asian	1.5
Filipino	0.5
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.5
White	19.5
Two or More Races	3.4
Socioeconomically Disadvantaged	44.9
English Learners	6.8
Students with Disabilities	10.7
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	4	9	12
Without Full Credential	3	1	2
Teaching Outside Subject Area of Competence	1	0	0
Da Vinci Communications	14-15	15-16	16-17
With Full Credential	♦	♦	82
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Da Vinci Communications	14-15	15-16	16-17
Teachers of English Learners	2	1	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	89.7	10.3
Districtwide		
All Schools	99.2	0.8
High-Poverty Schools	99.4	0.6
Low-Poverty Schools	97.7	2.3

* 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 2016-17)
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.

School Facility Conditions and Planned Improvements (Most Recent Year)

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			

School Facility Good Repair Status (Most Recent Year) — Year and month in which data were collected: January 2017

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	CAASPP Results for All Students - Three-Year Comparison								
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science		46	36		76	64		56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 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.

	2015-16 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA		71		71		48
Math		24		45		36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	68	67	98.5	35.8
Male	31	30	96.8	23.3
Female	37	37	100.0	46.0
Black or African American	26	25	96.2	16.0
Hispanic or Latino	22	22	100.0	50.0
White	13	13	100.0	38.5
Socioeconomically Disadvantaged	31	30	96.8	20.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	68	68	100.0	70.6
Male	11	38	38	100.0	60.5

School Year 2015-16 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 Met or Exceeded
Female	11	30	30	100.0	83.3
Black or African American	11	23	23	100.0	65.2
Asian	11	--	--	--	--
Hispanic or Latino	11	27	27	100.0	66.7
White	11	17	17	100.0	82.3
Socioeconomically Disadvantaged	11	28	28	100.0	71.4
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	11	68	68	100.0	24.2
Male	11	38	38	100.0	19.4
Female	11	30	30	100.0	30.0
Black or African American	11	23	23	100.0	22.7
Asian	11	--	--	--	--
Hispanic or Latino	11	27	27	100.0	11.1
White	11	17	17	100.0	43.8
Socioeconomically Disadvantaged	11	28	28	100.0	25.9
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)
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.

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.

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 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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	1.5	1.9
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		0
Percent of Schools Currently in Program Improvement		.0

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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	.2
Other	.3
Average Number of Students per Staff Member	
Academic Counselor	270

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English		27	22		2	6		2	12		4	0
Mathematics		15	24		12	5		1	9		1	3
Science		34	22			5		1	7		3	0
Social Science		34	22			2			4		2	0

* 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.

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,739	$42,063
Mid-Range Teacher Salary	$78,639	$64,823
Highest Teacher Salary	$94,694	$84,821
Average Principal Salary (ES)	$114,060	$101,849
Average Principal Salary (MS)	$123,359	$107,678
Average Principal Salary (HS)		$115,589
Superintendent Salary	$219,048	$169,152
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$9,427	$1,765	$7,662	$52,700
District	♦	♦	N/A	$77,823
State	♦	♦	$5,677	$67,348
Percent Difference: School Site/District			N/A	-32.3
Percent Difference: School Site/ State			35.0	-21.7

* Cells with ♦ do not require data.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Da Vinci Communications	**2011-12**	**2013-14**	**2014-15**
Dropout Rate			
Graduation Rate			
Da Vinci Communications	**2011-12**	**2013-14**	**2014-15**
Dropout Rate			
Graduation Rate			
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	199
% 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	57%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.26
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2015-16 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State

Career Technical Education Programs

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

The Real World Learning program is an opportunity provided to all Da Vinci Schools students at the high school level. This is the "hands-on" component of our cornerstone college preparation and career exploration curriculum. Working for community businesses and organizations, Da Vinci students gain an understanding of the essential skills and work habits necessary for success. The goal of the Real World Learning program is to bridge the gap between the classroom and the workplace.

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

- Guest Speakers: In order to add real world learning to the curriculum, Da Vinci Schools invite professionals to make classroom presentations.
- Career Days: Organizations participate in a career fair at Da Vinci that familiarizes students with potential careers and future employers.
- Project Pitch Panels: Prior to the start of each semester, teachers present their upcoming projects ideas in interdisciplinary teams to a panel of industry professionals. Industry professionals provide feedback, real world connections, and resources.
- Offsite Teacher Professional Development at Host Organizations: Industry partners host teachers at their workplace for a professional development day to infuse career skills into projects. Host organizations may speak to teachers about gaps they see in candidates, project workflow, and growing industries.
- 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.

Work Experience and Internship Partners:

Active Ride Shop
Banc of California
Barnes & Noble
Beach Cities Aviation Academy
Behind the Wheel
Belkin
Best Buy
Boeing
Bristol Farms
CXC Simulations
DaVita
Denny's
EagleRider Motorcycle Rental
El Segundo Animal Hospital
El Segundo Photo, Web Design, and Tech Help
Embassy Suites LAX
Felton Elementary School
Fresh & Easy
Fresh Brothers
GameStop
GameStop - Lennox
Gema Property Management
Haven Academy of the Arts
Hilton Hotels
Home Goods
Juan de Anza Elementary School
Kerlan-Jobe Orthopedic Clinic
Kerlan-Jobe Orthopedic Foundation
Kerlan-Jobe Surgery Center
The Lakes at El Segundo
Lazer Image
Lennox L.E.A.P.
Magic Rainbow Preschool
Manhattan Tax & Accounting
Mattel
Munchkinland
Northrop Grumman
Nothing Bundt Cakes
Old Navy

Party City
Patty Brown Physical Therapy
Petco
Peter Burnett Elementary School
PetMart
The Rader Company
Ramada Hotels
REI
Roundhouse Aquarium
Select Physical Therapy
South Bay Customs
SpaceX
Toyota Sports Center
TWFG Insurance Services
Vista Investments
Wiseburn CDC
Yellow Brick Road

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 and the county. 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.