



Da Vinci Science

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

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

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



Da Vinci Schools

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

District Governing Board

Chet Pipkin
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. 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 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.

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 2016 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 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	135
Grade 10	135
Grade 11	125
Grade 12	122
Total Enrollment	517

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.9
American Indian or Alaska Native	0.2
Asian	5.8
Filipino	3.1
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.4
White	19
Two or More Races	5.6
Socioeconomically Disadvantaged	47.6
English Learners	2.5
Students with Disabilities	8.7
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 Science	14-15	15-16	16-17
With Full Credential	26	23	28
Without Full Credential	0	3	1
Teaching Outside Subject Area of Competence	0	0	0
Da Vinci Schools	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 Science	14-15	15-16	16-17
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	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	100.0	0.0
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)

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

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	80	93	62	71	44	48
Math	61	77	38	45	34	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.

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	50	30	41	83	76	64	60	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
9	18.4	25.7	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	129	127	98.5	40.9
Male	83	81	97.6	40.7
Female	46	46	100.0	41.3
Black or African American	14	13	92.9	38.5
Hispanic or Latino	72	71	98.6	28.2
White	25	25	100.0	68.0
Two or More Races	12	12	100.0	58.3
Socioeconomically Disadvantaged	56	56	100.0	26.8

* 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	125	123	98.4	93.5
Male	11	63	61	96.8	90.2
Female	11	62	62	100.0	96.8
Black or African American	11	14	13	92.9	92.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	12	12	100.0	100.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	63	62	98.4	90.3
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	20	20	100.0	95.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	66	64	97.0	93.8
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	125	123	98.4	77.2
Male	11	63	61	96.8	75.4
Female	11	62	62	100.0	79.0
Black or African American	11	14	13	92.9	61.5
American Indian or Alaska Native	11	--	--	--	--
Asian	11	12	12	100.0	83.3
Filipino	11	--	--	--	--
Hispanic or Latino	11	63	62	98.4	71.0
Native Hawaiian or Pacific Islander	11	--	--	--	--

**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
White	11	20	20	100.0	85.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	66	64	97.0	76.6
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)

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

In addition, parents of students in each grade level are expected to attend a College Planning Meeting once per semester with their child. These meetings are led by the principal and assistant principal for the 9th grade students, and by the college counselors for students in grades 10-12. The purpose of these meetings is to involve parents in the four-year journey of preparing for and selecting the college that is the best fit for each student.

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.

Lockdown drills are conducted with the assistance of local law enforcement agencies, who initiate and simulate the critical incident situation, and who return the same week to debrief the experience with the students and staff.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.4	0.4	2.2
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	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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	29	30	24	4	4	7	9	6	10	11	13	4
Mathematics	28	27	19	4	8	11	7	8	7	7	7	1
Science	29	31	24	5	2	5	6	6	6	6	8	5
Social Science	27	29	24	4	3	4	5	6	9	7	7	3

* 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 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. These professional development days include visits to similar schools to gather best practices as well as training in supporting students with IEPs and 504 plans.

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/.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Da Vinci Science	2011-12	2013-14	2014-15
Dropout Rate			0.00
Graduation Rate			96.21
Da Vinci Schools	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	412
% of pupils completing a CTE program and earning a high school diploma	68%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86%

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	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	97.7

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,085	\$1,092	\$8,993	\$60,500
District	♦	♦	N/A	\$77,823
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			N/A	-22.3
Percent Difference: School Site/ State			58.4	-10.2

* Cells with ♦ do not require data.

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
All Students	99	89	86
Black or African American	100	93	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	100	87	83
Native Hawaiian/Pacific Islander	100	100	85
White	96	83	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	79	66
English Learners	100	82	54
Students with Disabilities	100	89	78

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.