



Da Vinci Design

201 N. Douglas Street • El Segundo, CA 90245 • (310) 725-5800 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



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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. Da Vinci Design is a learning community that challenges and empowers students to be empathetic, collaborative and critical thinkers.

Vision

Da Vinci Schools will be an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community.

Philosophy

Da Vinci Schools were founded on the principle that all students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded. We believe that the Three R's of education -- rigor, relevance and relationships -- are essential to student success. Research shows when learning is challenging, hands-on, interesting, personalized, and incorporates the technology that students use in their daily lives, students are more motivated, have higher attendance rates, are more likely to retain the knowledge, and graduate and attend college in higher numbers. Our schools combine a project-based, college preparatory curriculum with real-world active learning, internships, and early college classes ensuring that students acquire the 21st century skills needed for today's workplace. 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 Design is a small, public charter high school in Los Angeles authorized by the Wiseburn Unified School District and accredited by the Western Association of Schools and Colleges (WASC). Da Vinci Design offers a real world, project-based curriculum with a design focus. All Da Vinci students take University of California (UC)/California State University (CSU) approved college-prep courses. Project Based Learning, Mastery Based Grading, and personalization of student experience give students a four-year learning experience that is both broad and in-depth. These strengths translate into college-ready students. Serving diverse students from 80 zip codes across Los Angeles County, Da Vinci Design has partnerships with many local design leaders and institutions. These industry experts help students master the real-world knowledge and skills that do not appear in the Common Core education standards. Industry partners also co-teach several seminars (electives). Da Vinci Design is a member of the Coalition of Essential Schools and is a certified charter school of the California Charter Schools Association. Students enrolled in Da Vinci Design are preparing for college and 21st century careers in architecture, product design, graphic design, and other jobs that call for skills in art, design, science and technology. Da Vinci Design engages students in a rigorous and relevant college preparatory curriculum that uses hands-on, project-based learning to give lessons real-world context and meaning. Students learn not only academic content but also the vital 21st century skills -- including creativity, innovation, collaboration, problem-solving and communication -- they need to become the next generation of artists, designers, thinkers and business leaders.

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

Major Achievements

- 97% of Da Vinci Design graduates (2013-2018) have completed the necessary coursework for admission to a 4-year university; 73% of all DVD graduates have been accepted to 4-year colleges or universities.
- Da Vinci Design graduates have been accepted to every UC and CSU university, and many other prestigious universities across the nation including Dartmouth, USC, Boston University, Mills College, Rhode Island School of Design (RISD) Otis College of Art & Design, Pitzer College, and many more.
- In 2014, two Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Syracuse University and Kalamazoo College.
- In 2015, three Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Hobart & William Smith College and Bucknell University.
- In 2018, two Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Kalamazoo College.
- In 2019, three Da Vinci Design students were named POSSE Scholars and received four-year, full-tuition scholarships to Dickinson College, Hobart & William Smith College & Tulane University.
- Between 2015-2018, twelve (12) Da Vinci Design students have been named Kayne Scholars.
- Since 2014, on average 20-30 Da Vinci Design students participate yearly in the Riordan Scholars Saturday Business Institute, a mentoring program that pairs MBA students from the UCLA Anderson School of Business with 10th, 11th and 12th graders to discuss their academic, career and personal goals. Some of them also compete at the Annual Riordan Scholars Stock Market Competition; one year, in 2015, a Da Vinci Design student was on the team that captured top honors.
- Da Vinci Design was named among an elite group of Schools That Can.
- Da Vinci Design worked closely with industry partners, Karten Design and the XPrize Foundation, to design projects that would bring real world learning and expertise into the classroom. The collaborations were featured in two articles in Fast Company's blog, "What Happens When High School Students Take a Stab at the Tricorder X Prize?" and "4 Things That Ninth Graders Can Teach You About Risk-Taking Design."
- Da Vinci Design was one of 50 semi-finalists in the 2012 Vans Custom Culture Shoe Design Competition, a national contest that attracted a pool of over 400 entrants from all 50 states.
- Da Vinci Design had a 95% average daily attendance rate during 2015-2016 and increased to 96% for the 2016-17 and 2017-18 school years.

Focus for Improvement

Da Vinci Design has prioritized areas for growth as follows:

- Develop a more holistic and integrated school-wide intervention system.
- Create a mission-aligned credit recovery model, along with increased options for students on alternate or college-bound pathways.
- Align department standards and track over time to ensure student readiness for the various standardized assessments they will encounter.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	138
Grade 10	145
Grade 11	130
Grade 12	179
Total Enrollment	592

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.4
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	1.0
Hispanic or Latino	65.7
Native Hawaiian or Pacific Islander	0.2
White	8.8
Socioeconomically Disadvantaged	46.6
English Learners	3.7
Students with Disabilities	11.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Da Vinci Design	16-17	17-18	18-19
With Full Credential	28	27	25
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	1	1	0
Da Vinci Design	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Da Vinci Design	16-17	17-18	18-19
Teachers of English Learners	1	1	3
Total Teacher Misassignments	1	1	3
Vacant Teacher Positions	0	1	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Da Vinci Schools use primarily online teaching materials and primary and secondary texts for our courses. We do not utilize textbooks, and do not have a textbook adoption list. The math courses at Da Vinci Design use CPM (College Preparatory Mathematics) curriculum and students have access to online resources and assignments.

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

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 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	80.0	75.0	71.0	72.0	48.0	50.0
Math	32.0	26.0	52.0	53.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	125	99.21	75.20
Male	59	59	100.00	71.19
Female	67	66	98.51	78.79
Black or African American	17	17	100.00	70.59
Filipino	--	--	--	--
Hispanic or Latino	85	84	98.82	76.19
White	13	13	100.00	84.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.00	70.67
English Learners	--	--	--	--
Students with Disabilities	17	17	100.00	41.18

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
9	20.1	23.1	52.2

* 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.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	125	99.21	25.6
Male	59	59	100	18.64
Female	67	66	98.51	31.82
Black or African American	17	17	100	35.29
Filipino	--	--	--	--
Hispanic or Latino	85	84	98.82	21.43
White	13	13	100	30.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100	22.67
English Learners	--	--	--	--
Students with Disabilities	17	17	100	17.65

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are invited and encouraged to attend family meetings each year of their child's attendance at Da Vinci. In 9th grade, prior to starting, students attend a Freshman Family Meeting to receive orientation information and other general info from the administrators in small groups. There is also a 9th grade family meeting offered with the counselors. In 10th and 11th grades, families attend a College Family Meeting with their respective counselor in small groups, and in 12th grade, attend an individual session with their students' counselor. Parents also have the opportunity to join our school site council and DVD advisory board.

Volunteers are at the heart of everything we do at Da Vinci Schools, and help make many special things happen. Throughout the year, there will be numerous opportunities to volunteer and make a difference! Please see find some opportunities on campus where volunteers are needed below, and please contact us with additional ways that you may be able to contribute to our school. For more information, please contact Megan Martin at mmartin@davincischools.org.

Main Office/School Support

The front office has an ongoing need for volunteers to help with general office duties (filing, copying, answering phones, greeting visitors, etc.). Seeking very reliable volunteers. Please contact: Maria Beltran at mbeltran@davincischools.org.

Campus Maintenance/Facilities Support

The Facilities Department has an ongoing need for volunteers to help with general upkeep (sweeping, dusting, vacuuming, trash removal) and landscape maintenance (weeding, watering, mowing, trimming). Hours are flexible. Please contact Yolanda Saldana-Bautista at ysaldana@davincischools.org.

Parent Event Attendance

While there are no family volunteer hour requirements, there are expected school events that we count on parents to be a part of, including Back to School Night, Exhibition nights, student-led conferences, and Family Association meetings. At least one family member over the age of 18 is expected to attend the following school events:

Back to School Night
 Fall Exhibition
 Fall Student-Led Conference
 Spring Exhibition
 Spring Student-Led Conference

And, at least one family member over the age of 18 is encouraged to support Da Vinci Schools by completing a minimum of 5 of the options below.

Attend a Family Association meeting
 Help with Awards Ceremonies/Dinners
 Volunteer at Registration Day
 Volunteer at Counselor-run college information nights
 Assist with the Annual Giving Campaign
 Chaperone a field trip
 Assist with a student club
 Write a thank you email to a teacher
 Take your child on an educational field trip
 Take your child to see a college or university with an official admissions tour
 Help make teacher welcome baskets
 Attend a College Night
 Help with a school dance
 Help a teacher with a specific project
 Translate documents into other languages
 Help clean the school
 Watch Portfolio Defenses

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Emergency Procedures

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 the school's blog/website for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for. During the 2017-2019 years our DVC staff and stakeholders completed and approved a comprehensive safe schools plan according to ed code, and in conjunction with local law enforcement and emergency personnel.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.8	2.6	2.4
Expulsions Rate	0.0	0.2	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.1	1.1	0.9
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.45
Resource Specialist (non-teaching)	.25
Other	.25
Average Number of Students per Staff Member	
Academic Counselor	181

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	28.0	28.0	4	5	5	11	9	8	9	14	16
Mathematics	26.0	30.0	20.0	4	5	15	7	4	5	9	10	9
Science	33.0	32.0	31.0		1	1	5	3	4	7	9	9
Social Science	26.0	29.0	28.0	4	4	4	12	9	5	5	9	11

* 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 8:00-9:00am to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work and performance. Within this time, teachers also hold in grade-level meetings to plan interdisciplinary projects and events, i.e. student-led conferences, exhibitions, and portfolio defenses, and to conduct job-alike meetings (collegial coaching, peer observations, vertical alignment of content, inquiry cycles, etc.). Professional Development time also is used to develop Expected Schoolwide Learning Results, Habits of Mind, the Design Process, and 21st century skills. Grade-level teams meet additionally every Tuesday morning to ensure constant communication and unity that will ultimately benefit students.

Professional development needs are driven by staff, parent and student survey feedback as well as conversations with staff around what they would like to engage in. Major initiatives in the past three years include College and Career Readiness, Inclusion, Proactive Student Interventions, Inquiry Cycles, Peer Observations and Instructional Rounds, vertical alignment and industry partner involvement in interdisciplinary projects. In addition, there are staff readings each year that become a common thread we continually revisit throughout the year. Staff members who attend conferences and workshops are expected to run a professional development activity upon return, which allows them to be part of the delivery of PD and increase internal capacity.

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,110	\$45,681
Mid-Range Teacher Salary	\$84,191	\$70,601
Highest Teacher Salary	\$101,385	\$89,337
Average Principal Salary (ES)	\$120,312	\$110,053
Average Principal Salary (MS)	\$133,740	\$115,224
Average Principal Salary (HS)	\$0	\$124,876
Superintendent Salary	\$234,512	\$182,466
Percent of District Budget		
Teacher Salaries	40.0	33.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

In 2017-18, Da Vinci Schools provided services that supported the educational objectives of providing an excellent education through specialized programs for career technical and college readiness programs, including extensive professional development and experiential learning opportunities (e.g. project based learning) in a small classroom environment. For those students that showed need, additional resources were utilized for additional services such as tutoring, summer school, independent study, coaching, etc.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Da Vinci Design	2014-15	2015-16	2016-17
Dropout Rate	0.0	2.6	3.2
Graduation Rate	71.8	66.7	66.7
Da Vinci Design	2014-15	2015-16	2016-17
Dropout Rate			2.1
Graduation Rate			70.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	393
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,375	\$1,210	\$10,165	\$67,460
District	◆	◆	N/A	\$84,823
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			N/A	-22.8
Percent Difference: School Site/ State			35.2	-5.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	94.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	97.3

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	62.7	69.1	88.7
Black or African American	66.7	64.1	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	86.7	94.9
Filipino	50.0	85.7	93.5
Hispanic or Latino	59.5	65.6	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	66.7	72.7	92.1
Two or More Races	71.4	76.5	91.2
Socioeconomically Disadvantaged	76.9	81.1	88.6
English Learners	50.0	33.3	56.7
Students with Disabilities	51.9	62.8	67.1
Foster Youth	0.0	0.0	74.1

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 industry professionals work directly with Da Vinci Design students and teachers providing project planning support, mentoring, guest lecturing, co-teaching, hosting field trips, and more. Students gain additional work experience through required service learning projects in the community as well as leadership and advocacy opportunities both on and off campus. 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.
- 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.
- Project Consults: An organization submits a project, such as a marketing campaign geared toward youth, that students complete in a Da Vinci class or seminar, using conference calls and Google folders 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 <https://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.