



Da Vinci Science

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

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

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



Da Vinci Schools

201 N. Douglas Street
El Segundo, CA 90245
(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 Books, compilations of projects by teachers. Student progress is measured and assessed through traditional assessments as well as public presentations of learning and exhibitions. 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, 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 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 the use of student performance data to refine course curriculum and teaching strategies
- Grow the culture of advisory and strengthen the experience of an on campus family.

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 Group	
Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.0
Asian	5.4
Filipino	1.5
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.2
White	17.9
Socioeconomically Disadvantaged	36.3
English Learners	1.3
Students with Disabilities	9.7
Foster Youth	0.2

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	136
Grade 10	139
Grade 11	130
Grade 12	132
Total Enrollment	537

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 Science	16-17	17-18	18-19
With Full Credential	28	26	26
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Da Vinci Schools	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 Science	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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.

Textbooks and Instructional Materials Year and month in which data were collected:	
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	

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
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	87.0	79.0	71.0	72.0	48.0	50.0
Math	64.0	59.0	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.

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
9	15.3	15.3	53.3

* 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.

**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	129	129	100.00	79.07
Male	77	77	100.00	79.22
Female	52	52	100.00	78.85
Black or African American	--	--	--	--
Asian	11	11	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	74	74	100.00	70.27
White	25	25	100.00	84.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	77.42
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00	64.29

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.

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	129	129	100	58.91
Male	77	77	100	62.34
Female	52	52	100	53.85
Black or African American	--	--	--	--
Asian	11	11	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	74	74	100	56.76
White	25	25	100	76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100	53.23
English Learners	--	--	--	--
Students with Disabilities	14	14	100	42.86

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)

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 State priority: School Climate (Priority 6):

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

School Safety Plan

During the 2017-2019 years our DVS 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.

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	2015-16	2016-17	2017-18
Suspensions Rate	2.3	1.6	0.6
Expulsions Rate	0.0	0.0	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	2
Counselor (Social/Behavioral or Career Development)	1
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	263

* 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	22.0	28.0	3	9	3	7	9	8	13	7	8
Mathematics	25.0	20.0	28.0	7	14	4	10	6	6	3	6	8
Science	31.0	27.0	26.0	2	4	4	3	7	5	9	7	9
Social Science	25.0	22.0	26.0	4	7	5	6	6	5	7	7	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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 Excellence 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 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 2017-2018, 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 Science	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.8	1.5
Graduation Rate	96.2	89.9	82.8
Da Vinci Schools	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	195
% 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	\$13,438	\$1,140	\$12,298	\$76,313
District	◆	◆	N/A	\$84,823
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			N/A	-10.6
Percent Difference: School Site/ State			53.3	6.7

* 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	98.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	94.9

* 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	86.0	69.1	88.7
Black or African American	80.0	64.1	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	83.3	86.7	94.9
Filipino	100.0	85.7	93.5
Hispanic or Latino	85.3	65.6	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	82.6	72.7	92.1
Two or More Races	80.0	76.5	91.2
Socioeconomically Disadvantaged	96.7	81.1	88.6
English Learners	50.0	33.3	56.7
Students with Disabilities	100.0	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 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.
- 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.