Da Vinci Design

201 N. Douglas Street • El Segundo, CA 90245 • (310) 725-5800 • Grades 9-12
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

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. We are a learning community that challenges and empowers students to be empathetic, collaborative, and critical thinkers.

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
- 98% of Da Vinci Design graduates (2013-2020) have completed the necessary coursework for admission to a 4-year university; 72% 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.
- In 2020, one Da Vinci Design student was named a POSSE Scholar and received a four-year, full-tuition scholarship to Hobart & William Smith College & Tulane University.
- Between 2015-2019, twelve (14) 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 was the winner of the 2019 Adidas X School Walls Art Tournament.
- 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.
- In 2019, Da Vinci Design was reaccredited by the Western Association of Schools & Colleges for six years, the longest accreditation term granted by WASC.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	146
Grade 10	147
Grade 11	124
Grade 12	189
Total Enrollment	606

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13.9
American Indian or Alaska Native	0.2
Asian	1.5
Filipino	0.3
Hispanic or Latino	65.7
Native Hawaiian or Pacific Islander	0.3
White	9.4
Two or More Races	4.1
Socioeconomically Disadvantaged	47.7
English Learners	3.6
Students with Disabilities	10.2
Foster Youth	0.2

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 for Da Vinci Design	18-19	19-20	20-21
With Full Credential	25	25	27
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Da Vinci Design	18-19	19-20	20-21
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Da Vinci Design

Indicator	18-19	19-20	20-21
Teachers of English Learners	3	3	2
Total Teacher Misassignments*	4	5	3
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 2020-21)

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 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	76	N/A	74	N/A	50	N/A
Math	40	N/A	57	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	17	N/A	42	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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. These meetings took place virtually via Zoom this year.

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.

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 (School Year 2020-2021)
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 2017-2020 years, our DVD 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. The Comprehensive School Safety Plan was reviewed on 1/27/2021.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.4	2.4	0.9	1.3	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.7	0.7	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	303

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.2

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	28	5	8	16	30	3	12	16	25	10	10	12
Mathematics	20	15	5	9	22	12	9	5	22	12	8	7
Science	31	1	4	9	32		6	8	29	2	3	9
Social Science	28	4	5	11	29	4	6	11	33	1	6	10

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	23	24	25

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 Monday, Da Vinci staff meet from 8:00-9:15am 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 Thursday 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, Restorative Justice, 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 25 days of paid professional development (continuing teachers receive 23 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,387	$47,145
Mid-Range Teacher Salary	$86,295	$74,952
Highest Teacher Salary	$103,913	$96,092
Average Principal Salary (ES)	$119,270	$116,716
Average Principal Salary (MS)	$115,615	$120,813
Average Principal Salary (HS)		$131,905
Superintendent Salary	$235,698	$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39.0	31.0
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/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13280	797	12483	66132
District	N/A	N/A	N/A	$86,889
State	N/A	N/A	$7,750	$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	N/A	-27.1
School Site/ State	46.8	-13.5

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

Types of Services Funded

In 2019-20, 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Da Vinci Design	2016-17	2017-18	2018-19
Dropout Rate	3.2	1.6	17.8
Graduation Rate	66.7	83.9	79.7

Rate for Da Vinci Design	2016-17	2017-18	2018-19
Dropout Rate	2.1	2.9	8.6
Graduation Rate	70	81.3	87.3

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	553
% of pupils completing a CTE program and earning a high school diploma	96.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	58.3

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	91.87
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	95.61

2019-20 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	1	5.1

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Students have numerous opportunities to explore career options and prepare for the workforce via high quality career technical education (CTE) pathways that prepare students for high-skill, high-demand jobs.

Da Vinci Design students have three career pathways from which to choose: Architecture, Graphic Design, and Entrepreneurship. CTE programs offer students, especially groups historically underrepresented in STEM, the chance to explore different fields, participate in rigorous dual enrollment courses, off-campus work-based learning, and more. Every student is enrolled in a career pathway. These courses meet approximately 250 minutes per week in CTE labs and classrooms with equipment and tools that meet industry standards.

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 to bridge the gap between the classroom and the workplace. Students have completed work assignments with local business and internship partners, including Northrop Grumman, Belkin International, SpaceX, Gensler, Boeing, Kerlan-Jobe Orthopedic Clinic, and more. Our high school offers courses intended to help students prepare for the world of work. These 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 with professional partners, 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:

- Advisory Board Members: Each of our CTE pathways has an Advisory Board comprised of a group of individuals whose experience and abilities represent a cross section of the businesses and industries that pertain to the CTE industry sector. These individuals help to define the knowledge and skill sets students need to know to be successful in the workplace. The professional partners also help to design the CTE program, advise on workforce needs and new and emerging occupations, identify additional resources to enrich the real world curriculum, and more. For more information about our CTE Advisory Board, please contact Natasha Morrison at (310) 725-5800.
- 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:

- 72andSunny
- 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
- Gensler
- 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.