Da Vinci RISE High School

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

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District Administration
Dr. Matthew Wunder
Superintendent

Mission of Da Vinci Schools

Da Vinci Schools exist to provide our students a real world, project-based, college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. Furthermore, the K-8 school exists to run a family collaborative instructional model that supports children to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

Vision of Da Vinci Schools

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 Schools Philosophy

Da Vinci Schools were founded on the principle that all students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded. We believe that the Three R's of education -- rigor, relevance and relationships -- are essential to student success. Research shows when learning is challenging, hands-on, interesting, personalized, and incorporates the technology that students use in their daily lives, students are more motivated, have higher attendance rates, are more likely to retain the knowledge, and graduate and attend college in higher numbers. Our schools combine a project-based, college preparatory curriculum with real-world active learning, internships/work experience, and early college classes ensuring that students acquire the 21st century skills needed for today's 21st century workplace. All of us in the Da Vinci community -- students, families, staff, board members, community partners and supporters -- are committed to ensuring that every Da Vinci student graduates with the knowledge, skills, confidence and compassion needed for success in college, career, and life.

Overview

Da Vinci RISE High is an Independent Study charter high school that serves students who have struggled to find success in a traditional high school. Many of our students identify as homeless, current or former foster youth, probation youth, or credit-deficient. In addition, we serve a large demographic of students with special needs. Our students receive their educational instruction via a hybrid model that relies on project-based, real-world learning that can be accessed either in-person small group settings, 1:1, or online via our platform, DreamSeeDo. RISE teachers use mastery-based grading to ensure that students are working towards concrete, measurable outcomes in each course, and to give students multiple opportunities for learning and mastery. All RISE staff are trained in trauma-responsive practices and restorative justice to support students in their socio-emotional growth and to create a safe environment in which they learn and thrive holistically. In addition to our own in-house Mental Health Team, we work closely with community partners and organizations to provide wraparound services for our students, including but not limited to the following: mentorship, career readiness, job training, internship and job opportunities, counseling, process groups, vision and medical, legal support, transportation, meals, and access to a variety of extracurricular opportunities, including sports and arts. RISE is based in Hawthorne, CA and has a second site in South Central in partnership with A Place Called Home, a community non-profit that has served the community for 25 years.

RISE High Mission:
High exists to provide our students an individualized education through the coalescence of their personal and professional goals, their interests, and the academic skills necessary for success in the high-demand, constantly-changing world around them. Our school will be a haven for students experiencing homelessness, students in foster care, and others traditionally left out of the larger educational narrative. RISE will serve as a home where student voice is amplified and student needs are prioritized, resulting in a family environment where all individuals feel affirmed, valued, trusted, and supported towards their future goals.

RISE High Vision:
RISE High will graduate individuals who have a strong sense of self and value of community, who are able to think critically about the world around them, who possess the skills and passion to create change, and who feel empowered and prepared to do so.

RISE High Culture and Values:
At RISE High, we use our voices to care, connect, challenge, and create:
- Care: We care and advocate for ourselves, for others, and for our community.
- Connect: We connect deeply to ourselves and to those around us. We connect with the larger community through strong partnerships. We connect our academic experiences to our future goals and the world around us.
- Challenge: We challenge ourselves and those around us to grow continuously, to think critically, and to be lifelong learners. We challenge the injustices we see in the world around us.
- Create: We create solutions for the problems we see, opportunities where they didn't previously exist, and joy in the process of learning. In doing so, we create a better world for ourselves, for others, and for our community.

KARI CROFT, PRINCIPAL

Major Achievements
- In 2016, Da Vinci RISE High School was one of ten schools chosen from over 700 applications to receive a 10 million dollar XQ Super School Grant.
- In 2018, Da Vinci RISE High School was chosen as a one of four schools nationwide as a Teach For America School to Learn From.

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.

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 RISE High School	**16-17**	**17-18**	**18-19**
With Full Credential	N/A	N/A	9
Without Full Credential	N/A	N/A	0
Teaching Outside Subject Area of Competence	N/A	N/A	2
Da Vinci RISE High School	**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 RISE High School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	N/A	N/A	1
Total Teacher Misassignments	N/A	N/A	1
Vacant Teacher Positions	N/A	N/A	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 RISE High School uses 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: November 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	Fair	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	

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 Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**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.

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)
At RISE we believe that parents, families, guardians, and other student supports, such as social workers, case managers, and education liaisons, are essential to students' growth and success. Student supporters are encouraged to be involved in a variety of different ways, including the following:

* Twice a year, all RISE families are invited to quarter kick-offs. These kick-offs cover topics like understanding the RISE systems of project based learning and mastery-based grading, responsibilities and supports in an independent studies setting, Individualized pathways for learning, advisory and parent communications and upcoming trips, workshops and learning opportunities.

* Our RISE Office Managers and Mental Health Team run new student orientations twice a week (Tuesday and Thursday mornings) for all incoming students and families. All students at RISE participate in an orientation meeting with one of the administrators, one member from the Mental Health Team, and one member from our partner organization. During this orientation students and parents learn about the RISE mission and vision, go over policies and procedures, get introduced to the online learning platform, sign their independent studies contract, select their educational pathway (a-g or state minimum), learn about our partner organizations and meet their teachers. This time provides a one-on-one environment for relationship building and allows our students and guardians to have full knowledge and agency over their experience at RISE.

* Student supporters are invited to attend student exhibitions twice per year and capstones once per quarter. They are also invited to participate in student-led conferences twice per year. Student-Led Conferences are held to facilitate student reflection on their learning and growth. The goal is to model self-reflection and metacognition so that students learn to constantly monitor their own progress and identify ways to strengthen their learning and accelerate their growth. SLCs also give teachers, advisors, and student stakeholders an opportunity to identify strengths and areas of growth so that they can better support students towards their goals.

* STAC Meetings are held regularly as a means of intervention and support regarding student behavior, attendance, and academic progress. A student's STAC Team consists of the student; a parent (or other identified adult if the parent is not available); a the Supervising Teacher for the student's Master Agreement and program oversight, who also serves as the student's Advisor; and a member of the Mental Health Team (either a Counselor, Advocate Counselor, Social Worker, or Psychologist). At times, the Special Education teacher and/or a student mentor may also be a part of the STAC Team. Together, the support team designs an educational program for the student that will meet both graduation requirements and address the student's long-term career goals and interests. The benefit of the support team is the personalized approach to learning that provides each student and family with a truly individualized educational experience.

- The RISE PTA has been established and meets quarterly at both sites. All student supporters are encouraged to attend.

- School site council has been established in accordance with LCAP to ensure students, parents/guardians, families, staff, and community stakeholders are continually a part of the process for planning and decision-making. For the 2018-2019 school year, the school site council will meet once in January, once in March, and once in April.

- Parents, families, & student supporters are updated regularly of their student's progress via communication from Advisory Teachers. They are also given PowerSchool accounts so that they can log on and check their student's grades whenever they'd like. Students have access to these accounts as well.

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 Procedure
Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, lockdown, active shooter, and earthquake drills that happen at regular times during the school year. All drills are treated as real. In the event of a fire drill, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and buildings. 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 event of a lockdown or active shooter drill, students are directed to shelter in place as classrooms are secured. In event of an earthquake drill, students are instructed to shelter beneath their desks. 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. Safety preparedness equipment has been secured at both RISE sites to support in the event of an emergency.

For a copy of the full DV RISE Emergency Preparedness Plan, please email the school principal or assistant principal.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate			
Expulsions Rate			
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate			
Expulsions Rate			
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate			
Expulsions Rate			

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	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	1
Social Worker	1
Nurse	.15
Speech/Language/Hearing Specialist	.15
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	115

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**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												
Mathematics												
Science												
Social Science												

* 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 RISE High. Every Friday afternoon, students are issued early release and the RISE staff meets from 1:00pm - 4:00pm. As an entire staff, they meet to celebrate each other's work, share best practices, discuss upcoming school business, and share and reflect upon student work.

The RISE 2018-2019 working calendar includes 25 professional development days. All staff participate in professional development during these days, which include:

- Extensive training on restorative justice practices, trauma-informed environments, and culturally relevant pedagogy
- Curricular and behavioral case studies
- Development around project-based learning in an independent study environment
- Planning and strengthening Advisory
- Support for students with IEPs
- Strategies for supporting English Learners
- Coaching meetings and instructional observation debriefs
- Focus on academic and socio-emotional metrics and measures of success
- Presentations from external partners
- Schoolwide planning and celebrations

Additionally, RISE staff engages in breakout sessions during PD to ensure our instructional staff, mental health team, and administration all have ample training and support.

Teachers and staff are supported, coached, and evaluated in implementation of these practices via weekly check-ins, observations, coaching cycles, and mid-year and end-of-year evaluations.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	♦	♦	N/A	
State	♦	♦		
Percent Difference: School Site/District			N/A	-27.1
Percent Difference: School Site/ State			10.4	-15.8

* 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.

Types of Services Funded

RISE High school provides services that support the educational objectives of providing an excellent education through specialized programs for remediation, high school graduation, career technical, and college readiness programs, including extensive professional development and experiential learning opportunities (e.g. project based learning) in a fully supported independent study environment. For those students that showed need, additional resources will be utilized for additional services such as tutoring, summer school, independent study, coaching, etc.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Da Vinci RISE High School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Da Vinci RISE High School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			

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

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

* 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		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

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 RISE High School 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.

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.