

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Da Vinci RISE High School	19101990138669	September 10, 2020	September 23, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Da Vinci RISE (DVR) 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan (LCP) provide a pathway to support all students with a focus on our unduplicated pupil population (UPP). As a Title I Schoolwide program, we use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in the DV RISE LCAP.

The DV RISE LCAP is arranged by three overarching areas of influence established by the LCAP committee and approved by the RISE LA County Governing Board:

1. Ensure pupil outcomes that show continued academic growth in English Language Arts and Math for English Learners, socioeconomically disadvantaged students, homeless and students in foster care at levels commensurate with the overall student population;
2. Ensuring high quality distance learning including access to credentialed teachers and resources to support access and engagement of all students, with additional supports provided to English Learners, socioeconomically disadvantaged students, homeless and students in foster care;
3. Ensuring student academic and social-emotional support for an inclusive environment in which all students feel connected to the Da Vinci RISE community.

Federal Title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions which are organized as a Multi-Tiered System of Support (MTSS) to provide strategic and intensive interventions in support of the needs of under performing student groups (such as Low Socioeconomic Disadvantaged, English Learner, and Foster/Homeless). Student needs are identified using state and local standardized assessments using a multiple measures philosophy; then, students are linked with a variety of supports based on those needs. Key LCAP and LCP actions to support these areas are: maintain full-time counselors support at all students (Goals 1 & 3), increase parent outreach and education and engagement (Goal 3), provide students with a college and career readiness through advisory period (Goal 3), increase the

number of academic coaches providing support in core courses, Mathematics, and Language Arts (Goals 1,2,3), increase teacher collaboration supports in designing instruction for targeted students (Goal 1), and targeted support services to address high need students through credit recovery, tutoring, intervention, and summer school (Goals 1, 2). The SPSA, LCAP, and LCP are intended to be a living and working document. The federal dollars are reviewed with the school's School Site Council and other stakeholder committees each year along with feedback shared through each school site's annual needs assessment and school-wide family surveys. The DVR reports to the school board regarding the Consolidated Application for federal funds each school year. The purpose of this plan is to provide a description of use of federal funds to support Title I school wide programs

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Da Vinci RISE aligned its Local Control Accountability Plan for 2019-20 (3-Year Plan) to the ESSA requirements for Federal funds, including the following ESSA areas for Title I Schoolwide funding programs:

Da Vinci RISE is starting its third year as a county-wide benefit charter with Los Angeles County Office of Education and regularly reviews various assessment data results, including CAASPP, CAST, and ELPAC testing; achievement data will be updated once results are made available, and goals may be adjusted to take into account the baseline data and create appropriate targets for the 2019-2020 school year.

According to our 2019-20 LCAP, Our greatest progress or areas of strength were seen in the following areas:

Access to Curriculum:

- * (Goal 1): RISE instructional staff worked hard with the leadership team to create and facilitate a curriculum that is CCSS- and Next Gen-Aligned, that is personalized to students' individual needs and graduation pathways, and that is relevant to their lives and experiences. All students were able to move at their own pace to attain mastery in the content and competencies.
- * (Goal 1, 2): RISE received WASC accreditation and, as a result, A-G certification of courses for the 2018-2019 school year and beyond.
- * (Goal 1) All students had 24/7 access to the curriculum platform via their Chromebooks, and, when necessary, WiFi jetpacks that could be checked out from the office.
- * (Goal 1): All students had access to a direct Academic Coach (at a 1:25 ratio) who supported them directly in instructional support and remediation.

Staff training and development (Goals 1, 2 & 3):

- * (Goal 1, 2,); All RISE staff had 2 weeks of professional development before the school year began, along with roughly PD day per month, 3 PD days before Quarter 3, and weekly 2-hour PD sessions over the course of the year. These trainings were focused on building a personalized, project-based curriculum; implementing restorative practices in classrooms; ensuring the cultivation of a trauma-responsive school environment; better understanding and meeting the needs of homeless, foster, and probation youth; case management structures; and supporting EL and SPED students.

Parent & Stakeholder Engagement (Goal 3)

* (Goal 3): 70% of students had a parent/guardian, or other stakeholder attend a Student-Led Conference this year.

Provision of wraparound services (Goal 3):

* Our Mental Health Team did a great job again this year at creating a wealth of structures and resources that have provided holistic care for our students. In addition to counseling and case management, they connected students to resources such as transportation via HopSkipDrive; internships and job opportunities through partner organizations such as APCH and New Earth ; substance abuse and anger management counseling; and basic needs such as housing, food, and clothing. They partnered closely with attorneys, social workers, probation officers, wraparound teams, and more to schedule meetings as necessary to ensure all stakeholders were on the same team and that students were receiving the network of support they needed.

To meet goals in the areas of focus above, Da Vinci RISE (DVR) offers a seamless implementation of the California State Standards, with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their meta-cognitive thought processes, student presentations of learning and the real-world application of learning, and student college and career exploration. Many techniques, strategies, effective student practices, modifications, and accommodations, as well as other interventions, are utilized to evaluate all students in the area of math and English proficiency. In all that DVR does to increase student achievement, the learning needs of each individual student are always taken into consideration. At 52% Low-income pupils, along with English Learners, Foster Youth and RFEP students are the most likely to be in need of intervention services which require consistent tracking of performance outcomes. DVR has prioritized the need to maintain a comprehensive and consistent system for disaggregating and accessing student data allowing for in-depth analysis of low income, English Learner, Foster Youth and Redesignated Fluent English Proficient student performance across the school. Data systems are necessary to identify and support individual student needs for unduplicated pupils. These data allow teachers, administrators and counselors to group and track progress for these students and to engage with parents and parent groups regarding the progress of unduplicated count students. Data is accessible online at the student, teacher, site, and district levels. Our ongoing observations and experience suggest that the following actions contribute to increasing parent engagement for the families of unduplicated pupils: Sustain diagnostics and data systems (Goal 2); Sustain Counselors to work with teachers and administrators on student information system, online assessments, to maintain an integrated system for data analysis (Goal 2 and 3). Our ongoing observations and experience using individual student data is effective in informing focused instructional supports addressing the needs of unduplicated pupils and engaging parents in supporting the specific needs of their low income, English learners, and Foster Youth.

RISE Academic Achievement:

o (Goal 1) Literacy growth: Data showed that RISE students are entering at average reading levels significantly below grade-level. Now that we have more concrete information surrounding this data point, we are creating a plan to more closely monitor reading growth and to roll out school-wide literacy initiatives to ensure students are receiving remediation and support across their content courses.

o (Goal 1, 2) CAASPP & CAST scores: 51.22% of RISE students are at or near standard on the 2018-19 CAASPP, results confirming the need for foundational literacy support in place across courses.

o (Goal 2) Credit completion: while students grew in the average number of credits completed each quarter over the course of the year, we still recognize the need for more consistent and strategic

tracking to ensure students are recovering credits and making adequate progress towards graduation. We have several strategies in place for next year to ensure this is happening and to support students towards an even higher number of credits completed.

Da Vinci RISE provides a high-quality, standards-based professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of DVR teachers will participate in professional development on common core standards and NGSS. Teachers will participate in professional development activities both on and off site provided during the school year on career technical education and project based learning. Staff meetings at all sites contain a component of professional development that reinforces the district's annual PD plan. Regarding Educator Equity (ESSA SECTION 1112(b)(2), Da Vinci RISE does not have any disparities between that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

During the 2019-20 school year, RISE received approval from CDE to participate in the Dashboard Alternative Assessment Accountability System (DASS) and is developing its metrics for accountability with its LACOE Authorizer. Before, during and at the end of every school year, the effectiveness of our instructional strategies is measured through student results on state benchmark assessments, and other local assessment projects related to real-world learning and inclusive of wrap-around supports. The DV RISE teams regularly review these data and determine our high priority needs for professional development to address our student outcomes. Based on these supplemental needs, Title I funding is utilized for increased English Language aide support. Instructional strategies for English Learners are reinforced throughout the year through continual PD and coaching. This process helps to ensure a positive and lasting impact on the teachers' performance in the classroom, and thus academic growth for our EL students. Da Vinci RISE provides all schools with student scores for the ELPAC and SBAC. These results are broken down with our data analysis system and disseminated both to administration and teaching staff. DVR has predefined goals and resources are provided to support DVR in reaching these goals. DVR has EL goals defined in their LEA/School Plan for Student Achievement. The LEA/School Site Plan defines actions planned by the site/staff to support EL students in gaining access to curriculum and meeting State academic standards including an EL Coordinator and EL supports in academic seminars.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

DV RISE High surveys students, parents and staff annually. It uses the summary of results to modify and/or enhance its services to students. Although 17% of students and their stakeholders participated in the survey, Da Vinci RISE staff participated fully in the end of the year assessment of student needs by providing informal feedback to the administration and have participated in the LCAP development over the past years. Da Vinci RISE's LCAP 2017-20 survey data helped to help DV RISE focus on the following components:

1. Creation of a rigorous and personalized project-based instructional plan that uses the expertise of trained educators to implement a curriculum that is CCSS- and Next Gen-aligned while incorporating holistic instruction around life skills and ensuring alignment to students' post secondary pathways of interest.
2. Adequate instructional and holistic support to meet the needs of English Learners and to address the socio-emotional and mental health needs of our homeless, foster, probation, and low-income students.
3. Increased engagement of and partnership with parents, families, and other student supporters (such as mentors, older siblings, etc.) via a variety of outreach activities and materials, including a School Site Council , Parent/Family Workshop series, and creation & launch of an EL Advisory Committee.
4. Commitment to a safe school environment that implement restorative practices and trauma informed care to consistently decrease the number of suspensions and expulsions and provide adequate behavioral supports for all students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators conduct frequent classrooms of observation of teaching and learning. They also use a coaching support and evaluation model in which they regularly meet with staff to development specific classroom goals and individualized staff development. Overall, unique professional development was established to support staff with student engagements, teacher peer supports and meeting expectations for project based learning and student led instructional activities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School committees including School Site Council including parents of English Language Learners and at risk youth review local and state assessments including CAASP, ELPAC, and NWEA Map data to help design instruction..

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Results of the Achieve 3000, DSD assessments & NWEA provide data on students progress in the areas of reading, written expression and math and other work productivity needs including student engagement, work submission and independence in learning

- o (Goal 1) Literacy growth: Data showed that RISE students are entering at average reading levels significantly below grade-level. Now that we have more concrete information surrounding this data point, we are creating a plan to more closely monitor reading growth and to roll out school-wide literacy initiatives to ensure students are receiving remediation and support across their content courses.
- o (Goal 1, 2) CAASPP & CAST scores: 51.22% of RISE students are at or near standard on the 2018-19 CAASPP, results confirming the need for foundational literacy support in place across courses.
- o (Goal 2) Credit completion: while students grew in the average number of credits completed each quarter over the course of the year, we still recognize the need for more consistent and strategic tracking to ensure students are recovering credits and making adequate progress towards graduation. We have several strategies in place for next year to ensure this is happening and to support students towards an even higher number of credits completed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All DV RISE staff meet the requirements for highly qualified under ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff receive training on SBE adopted instructional materials through partnerships with LACOE and other statewide/national resources.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the Da Vinci RISE mission and vision and best practices. Our signature programs and practices, based on “best practices” and leading innovations in public education, include:

- Project-Based Learning: through teacher-designed integrated projects, our students learn by doing, with an individualized, differentiated approach that ensures that instruction is personalized for the needs of each learner;
- Personalized Learning: RISE High students often enter the school with different learning needs and aspirations. RISE High will tailor the course sequence, pacing, pedagogy, curriculum, learning strategies, and environment to meet these diverse needs.
- Competency Based: Whenever possible students will be able to proceed through coursework and earn credit based on their mastery of material, rather than an artificial seat-time constraint.
- Relevant, Meaningful Instruction: industry-based seminars, our Dual enrollment program through College for America, internships, and more all ensure that our students understand the “real world” connection of their learning and develop critical skills and motivation to succeed beyond high school;
- Culturally-Relevant Teaching: teachers mediate meaningful conversations and implement curricula that acknowledge student’s experiences and leverage their voices in order to fulfil their goals and to educate the larger educational community; teachers connect and affirm the value of students’ cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know
- Critical Pedagogy: teachers work alongside students to co-develop their leadership and to empower students to analyze the world around them and create positive change leading to a more equitable society.
- Backward Planning: our instruction starts first with an understanding of the essential skills, goals and objectives we are trying to achieve, based on the state standards (and Common Core), and going backwards to devise the lessons and assessments that will achieve and measure success;
- Meaningful and Diverse Assessments: our faculty design rubrics for assessments which include different ways for students to demonstrate mastery, including Presentations of Learning, project exhibitions, digital portfolios of student work, standardized tests and more;
- Community: building community is a fundamental core of our operations, emphasizing opportunities for students to develop leadership skills and capacity, foster their social/emotional development, and engage in meaningful service-learning activities in the community, both within and beyond our school walls;

- **Developing and Supporting Teachers:** a comprehensive professional development program, meaningful teacher evaluations that incorporate numerous reflection points, and a distributive leadership structure are designed to ensure that each member of our faculty is continuously supported and mentored in continuously developing his/her teaching practice.
- **Small Learning Communities:** the school is designed to be small and personalized so students are seen and valued.
- **Meaningful Use of Technology:** technology is used as a tool to expand access to learning and to personalize the experience; tech integration, in and of itself, is not the ultimate goal, but, rather, its use as a tool to drive staff and students towards larger outcomes. Every touch-point with tech is intentional, mirrors real-world scenarios, and has a direct connection to student learning and growth.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Learning Community Scope & Sequence

At RISE High, the purpose of a Professional Learning Community (PLC) is to equip teachers with the necessary skills to expedite student growth, both academically and interpersonally, by providing them with a collaborative network of experienced and consistently developing colleagues. Not only does a strong PLC offer an array of resources to teachers, staff, and administration, but it also increases retention rates through the use of support and solidarity among the team. Teachers will use their energy efficiently, with the help of their RISE community, to create aligned, relevant, and rigorous lessons for students. By facilitating strong communication and relationships among and between teachers and staff RISE also will increase consistency in behavior management, creation of school culture, academic expectations, and family/community relationships. Finally, PLCs are necessary to the development of a strong school and staff culture. When teachers and staff have created a culture of joyful learning and growth, we can ensure we are consistently working towards our values to forge a working environment where everyone feels cared for, challenged, and connected.

Professional Development Framework

1. **Plan and Organize:** Determine skills, knowledge, mindsets, and resources necessary for staff to meet master professional competencies, meet students' needs, and lead them towards academic gains and personal growth.
2. **Set Goals:** Set concrete, measurable goals around the vision and outcomes that the development should have on staff and students.
3. **Build Shared Knowledge:** Facilitate whole-staff understanding and development around the skills, knowledge, and/or mindsets that staff should master.
4. **Implement & Apply Knowledge:** Work with staff to outline concrete steps for implementation in their own classrooms and according to their own skill levels.
5. **Collect and Analyze Data:** Work with staff to collect a variety of data points that would provide information around progress towards outlines goals. Collaboratively analyze data and identify trends and gaps.

6. Group and Differentiated Support: Use data to provide differentiated support, resources, and additional development opportunities based on what teachers need to fill in gaps and fully master the skill or knowledge.

7. Measure Progress Against Goals: Collect second round of data and measure outcomes against desired results. If mastery has not been met across the staff, loop back around to Group and Differentiated Support; continue this loop until all staff members have demonstrated master of the skill or knowledge. Then begin with Plan and Organize again and move towards the next focus area.

Whole-school PD focus areas will allow for alignment as we pursue high-level implementation of our school model. Garnering of feedback and collection of data will help identify gaps and areas of growth and better inform the ways in which we support staff. While the data will at times reveal areas around which the entire staff needs to focus, there similarly will be times where it reveals there are individuals who have more specific areas in which to grow. For those times, it will be necessary to provide differentiated, more targeted support to teachers and staff. We will provide that support through coaching, peer observations, modeling, self-evaluations, co-planning and co-teaching, and self-directed PD.

A variety of feedback systems will help us collect quantitative and qualitative data to inform decision-making and focus areas for growth at the school. The data points we will gather are as follows:

- Student mastery of content and competencies; student growth
- Traditional student achievement measures, including state testing (CAASPP, new Next Generation Science Standards-aligned science test), ACT, and SAT
- Teacher and School Leader mastery of competencies
- Student attendance and retention
- Teacher retention and reasons for leave
- Effectiveness of coaching and support provided to teachers
- Teacher and staff self-evaluations and reflections of growth and learning
- Strength of school culture
- Student performance and growth of internships and work experience
- College acceptance and graduation rates
- Number of students leaving us with AA or BA degrees, and time to complete each pathway
- Participation in and impact of student services and extracurricular activities
- Student Leadership Development
- Industry-alignment and relevance of projects and curriculum
- Family and community communication and engagement
- Systems and logistics effectiveness and efficiency

We also will collaborate with partner service providers to assess the impact of these services on our students and their families.

Over 3 years, 100% of DVR teachers will participate in professional development on common core standards and NGSS. Teachers will participate in professional development activities both on and off site provided during the school year on career technical education and project based learning. Staff meetings at all sites contain a component of professional development that reinforces the district's annual PD plan. Regarding Educator Equity (ESSA SECTION 1112(b)(2), Da Vinci RISE does not have any disparities between that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

Before, during and at the end of every school year, the effectiveness of our instructional strategies is measured through student results on state benchmark assessments, including SBAC and other local assessment projects related to real-world learning and inclusive of wrap-around supports . The DVR teams regularly review these data and determine our high priority needs for professional development to address our student outcomes. Based on these supplemental needs, Title I funding is utilized for increased English Language aide support. Instructional strategies for English Learners are reinforced throughout the year through continual PD and coaching. This process helps to ensure a positive and lasting impact on the teachers' performance in the classroom, and thus academic growth for our EL students. Da Vinci RISE provides all schools with student scores for the ELPAC and SBAC. These results are broken down with our data analysis system and disseminated both to administration and teaching staff. DVR has predefined goals and resources are provided to support DVR in reaching these goals. DVR has EL goals defined in their LEA/School Plan for Student Achievement. The LEA/School Site Plan defines actions planned by the site/staff to support EL students in gaining access to curriculum and meeting State academic standards including an EL Coordinator and EL supports in academic seminars.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

DV RISE staff collaboration time is provided weekly to support grade level collaboration in content areas across the three learning sites and to support cross site continuity of instruction. Additionally the special education staff and English language development coordinator meet weekly to collaborate on instructional systems that meet the unique needs of the students through regular consultation to staff relating to the needs of the students..

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

RISE High will utilize a unique hybrid model for learning that blends self-directed learning with supplemental resources for student support. At the heart of the education program is the Education Team, which consists of the student, a parent/guardian or family member, an Advisory Teacher, a Case Manager, and a Mentor. Together, the Education Team designs an educational program for the student via the PLP that will meet both graduation requirements and address the student's long-term career goals and interests. The benefit of the Education Team is the personalized approach to learning that provides each family with a truly individualized educational experience.

Students have the option to work independently on their courses each day with parent/guardian oversight, attend on-campus classes at a RISE High Resource Center and/or concurrently enroll in site-based and online courses through college/university partners. The facilitator provides support, guidance and direction for the student via regularly scheduled meetings, with additional contact as needed. Individual meetings between teachers, students, and parents/guardians must be no more than 20 school days apart, but in most cases will be far more frequent. The Advisory Teacher will check in with students weekly to ensure growth and progress towards academic goals.

PLPs will include academic and social-emotional goals (tied to CCSS and CASEL), and identify the methods to achieve goals: on-campus classes, online courses, college courses, independent/collaborative projects, service learning, or internships/apprenticeships. PLPs meet the legal requirements of the Independent Study Master Agreements, outline the classes to be completed and credits to be earned within a specified time frame, and, pursuant Ed Code Section 51747(c)(8) and 5 CCR 11702(a) are signed by student, Advisory Teacher, additional teachers who support the student's learning, and parents/guardians. Each student's PLP will contain a Work

Journal that describes the student's course(s) of study, the chosen method(s) of ascertaining mastery and, if applicable, the credit(s) the student will receive upon successfully demonstrating competence and course completion. The Work Journals provide students and parents/guardians with an organized way to view their daily assignments for each course. Parents/guardians will serve as home facilitators of academic coursework, will oversee students' daily assignments that are completed outside of school-facilitated time, and will sign off on Work Journals to confirm the time spent daily on coursework.

As the year progresses, the Education Team tracks progress and adjusts as necessary, with formal PLP reviews each quarter. Each learning cycle involves backwards planning, with students (and their parents/guardians, particularly for younger students) defining their focus competencies for the semester and then backwards planning their own learning, identifying the courses and assessments to demonstrate mastery/completion, the methods of learning (e.g., independent research) and anticipate timelines for completion.

Given the independent nature of the hybrid/blended learning model, technology is used to support student learning in many ways, including the RISE App detailed below. Each student has an iPad (or similar device) as well as access to computers on campus. Students have access to digital versions of their textbooks through the school's website. Students can also access online interactive curriculum, lectures on video and more. Students can also schedule in-person "labs" with credentialed teachers in courses such as math and reading if they need extra tutoring or support. Parents/guardians will likewise receive training to be familiar with the online and tech supports for students so that they can effectively assist in at-home independent learning when necessary.

This type of active engaged learning has been shown to be successful across gender, ethnicity, and economic groups. And it is well established that a constructivist approach to learning increases student engagement, particularly among at-risk or "different" learners. By embracing projects and hands-on learning as a core part of our school, our secondary students will be able to make real connections between subjects and deepen their understanding of standards-based skills and content. More importantly, students will be able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of contexts, helping them gain confidence in their own abilities and the possibilities for their own futures, motivating them to persist in their education.

Students may also participate in student leadership and clubs as well as educational field trips and student activities. As enrollment grows, students will be able to lead and participate in a growing number of extra-curricular opportunities.

The mindsets take shape at RISE High in the following core practices, defined in more detail :

- Seeking and implementing student voice
- Fostering student leadership
- Intentional community and culture- building among and between students, staff, families, communities, and partners
- Identity development for staff and students
- Constant feedback & reflection
- Data-based innovation and improvement based in critical thought and analysis
- Regular mentoring for school leadership
- Self-care & healthy work-life balance
- Fiscal responsibility and wise decisions around resource allocation

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

A systematic standards-based instructional program will engage students successfully in rigorous academic activities. Rigorous instruction, guided by data-based analysis of student achievement, will ensure that students reach proficiency in ELA and Math and meet or exceed standards on the California Assessment of Student Performance and Progress (CAASPP). RISE faculty will receive extensive professional development (detailed below) and work collaboratively to ensure instruction across all subjects meets and exceeds the California Common Core State Standards (CCSS).

RISE High will ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other public high schools. Entrance into other higher education institutions is negotiated with the appropriate admissions staff. All students take basic A-G courses across core areas (English Language Arts, Social Science/History, Mathematics, Science, World Languages and Arts), with specific course offerings and graduation requirements detailed in the Student Handbook.

Teachers also endeavor to show the connection and application of each subject area and its content to other content areas. Subjects such as math and science, English and social studies, art and history, and fine and technical arts are a few examples of such pairings. Projects are designed to have interdependent learning outcomes and products. We believe that showing the connections between these traditionally separated content areas helps students to understand that all knowledge has applicability to other areas and to the real world. Teachers are equipped to facilitate such cross-curricular connections to unpack and cluster standards across the content areas. Often, students are able to take their learning from online curriculum and apply it in an interdisciplinary project-based application, ensuring that what is learned independently is applied to real world scenarios.

More importantly, they are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of practical contexts and settings and see how "real people" utilize these skills in the everyday workplace. Through tinkering labs, collaborative teaching with industry partners and college faculty, internships, and more, students gain confidence in their own abilities and the possibilities for their own futures, motivating them to persist in their education.

For our RISE High independent study students, PBL will take many forms. For example, students may be engaged in projects through their industry internships, social sector internships, and community impact projects. All of these projects support competency-based learning by providing authentic opportunities in which to master skills and knowledge, and ensure we are assessing students and giving them credit based on what they know and can show.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Curriculum materials and related instructional strategies are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on state standards, including the new common core, meeting “A-G” course requirements, and preparing students for college-level coursework. The Principal, teachers, industry and higher education mentors participate in common planning and lesson study to continually design and improve rigorous instructional activities that require critical thinking, reflect high expectations for students, and provide opportunities for students to apply their skills and knowledge to real world situations. Each spring, the Principal, in consultation with staff and mentors, identifies areas of need and orders texts, online programming, and materials as needed for the following year.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Infused into every class, seminar, and workshop are the development of critical thinking skills, real-world connections and real-life relevance. To ensure students are consistently engaged in authentic learning and that they are being accurately assessed on what they know, project-based learning and mastery-based grading will be incorporated school-wide. All RISE staff are trained in differentiation strategies that support student access. Through reflective practice and data analysis of student achievement students receive an individualized plan for student success....

Evidence-based educational practices to raise student achievement

Based on Da Vinci School’s acclaimed PBL curriculum, RISE incorporateS the “best of the best” PBL strategies and curriculum, which have been shown to be successful across gender, ethnicity, and economic groups.

It is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or “different” learners. While many schools today incorporate some aspect of project-based learning, the Da Vinci model of PBL offers two key elements: First, projects are comprehensive and all-encompassing – projects are not a side element of the curriculum or minor portion of the instructional schedule, but rather a core part of student learning that permeates and integrates activities at the school. This enables students to make real connections between subjects and deepen their understanding of skills and content. Faculty carefully plan and detail all aspects of projects before starting, including alignment to standards across all subject areas. RISE High believes project based learning can thrive in the independent study model. The time flexibility of IS allows students to experience project based learning in real world settings, and takes projects from good to great by expanding project audiences to college and career settings. It is imperative that projects are not simply hands-on; they must be authentic and meaningful. By partnering with industry experts, students are able to see how mathematics, science, research, writing, social science and other fundamental knowledge mandated in the state standards/Common Core are utilized and applied every day in the workplace.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

DV RISE High provides students individualized and personalized learning plans

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Planning, implementation and evaluation of the ConApp includes parents, community, staff and administration through a annual review process.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supports include:classified and certificated staff, materials and supplies and professional development including use of Title I funds to support underachieving students.

Fiscal support (EPC)

\$

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Da Vinci RISE has engaged in meaningful consultation with parents at every school through the Family Stakeholder Collaborative, School Site Councils (SSC), and through the Local Control Accountability Plan Committee (LCAP) and Learning Continuity and Attendance Plan (LCP) Committee. The SSC develops a needs assessment for their school that drives the development of DVR LEA/School Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans describe the methods and instructional strategies that strengthen each school's academic program, review intervention supports, and address the needs of all children to ultimately develop the budget for the site's Title I funding. Every year the DVR LEA/SPSA is evaluated by its respective site, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implement effective parent and family engagement strategies and programs focused on access to instruction (math, English-Language Arts, science), safety, and technology.

SSC/LCAP/LCP Committees work to ensure DVR is providing appropriate support to students and a thoughtful and relevant parent engagement program. A portion of DVR Title I funds are used to assist with coordination and facilitation of activities related to these areas of focus. The board policies and administrative regulations ensure parent and family engagement is taking place at the school. Da Vinci RISE has also established goals to ensure meaningful parent participation:

Parent & Stakeholder Engagement:

- o (Goal 3) Parent surveys: RISE High surveyed parents/guardians to garner feedback around how to best support students. We had a completion survey rate of 17%, which is significantly lower than we hoped or anticipated. We know we worked well with parents and stakeholders during the school year, so we believe we can do much better at facilitating completion of the annual survey.
- o (Goal 3) Parent workshops: while we did launch our PTA and SSC this year, we did not have the capacity (as we thought) to launch parent and stakeholder workshop series. We have planned more strategically to launch these in the 2019-2020 school year, as we still believe they are an important part of partnering with families.

There is an abundance of research supporting parent involvement in relation to positive student outcomes and, specifically, how such involvement acts as a predictor of early adolescents' school bonding and academic achievement. More specifically, several studies examine the ways in which immigrant parents' school involvement has been defined and implemented by schools, barriers to immigrant parents' involvement in schools, and the implications for the development and implementation of practices which promote immigrant parents' involvement in schools (Hajisoteriou, Christina, and Panayiotis Angelides. "Promoting immigrant parental involvement in culturally-diverse schools through a multiple perspectives approach." *International Journal of Pedagogies and Learning* 11.2 (2016): 145-162.). Based on research and input from school surveys, DVR has determined the need for the development of successful systems at all sites to increase low income and immigrant parent involvement at school/district events and as a part of stakeholder committee work via staff outreach in Spanish or other languages spoken by parents of English Learners and outreach via a parent engagement liaison. Our ongoing observations indicate that both outreach efforts are effective in connecting in increasing engagement of parents of low-income, English learners, and foster youth (Goal 3).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Da Vinci RISE administration continues to monitor students whose families may be challenged by the COVID-19 pandemic along with pre-pandemic challenges related to access and resources. Da Vinci RISE staff support students and address resource inequities through the following 2019-20 LCAP areas of focus:

1. Creation of a rigorous and personalized project-based instructional plan that uses the expertise of trained educators to implement a curriculum that is CCSS- and Next Gen-aligned while incorporating holistic instruction around life skills and ensuring alignment to students' post- secondary pathways of interest.
2. Adequate instructional and holistic support to meet the needs of English Learners and to address the socioemotional and mental health needs of our homeless, foster, probation, and low-income students.
3. Increased engagement of and partnership with parents, families, and other student supporters (such as mentors, older siblings, etc.) via a variety of outreach activities and materials, including a School Site Council , Parent/Family Workshop series, and creation & launch of an EL Advisory Committee.
4. Commitment to a safe school environment that implements restorative practices and trauma-informed care to consistently decrease the number of suspensions and expulsions and provide adequate behavioral supports for all students.

In addition, in order to ensure support to students and families during the COVID-10 pandemic, RISE has committed to the following actions:

1. Promote healthy hygiene practices
2. Adopt enhanced cleaning and disinfecting practices
3. Promote social/physical distancing of student, staff and visitors & implement reduction of exposure risk measures
4. Enact health/safety - facility policy changes
5. Adopt management in school illness protocol
6. Develop schedule and provide additional trainings to staff and students/parents relating to COVID-19 needs
7. Continue to provide updated health resources and information to all stakeholders
8. Persist in delivery of high quality instruction -remote programming and virtual learning plans
9. Make adjustments and changes to existing RISE hybrid model
10. Continue to offer high quality services to high risk/at promise populations including students with English Language Learning Needs
11. Expand and monitor its technology infrastructure and monitor use agreements
12. Institute community wide nutrition access and ensure proper and regular nutrition
13. Maintain and expand its high quality social emotional learning (wrap around) services and support reductions in barriers to learning
14. Sustain and expand its family/community engagement model
15. Review and amend its reopening plan as required by Department of Public Health & LACOE requirements and through staff -student -stakeholder input.

Moreover, Da Vinci RISE provides students with laptops and other technology to support distance learning and to ensure engagement. Meal service is also assured for all students, with additional outreach provided to English Learner, Foster Youth, Homeless and Low-Income students and families. Meal service during distance learning includes breakfast and lunch as a “grab and go” from three sites in order to reach all students. We are serving from RISE-Hawthorne for the Wiseburn neighborhood student, also serving from another DV School, DV Connect to service the Del Air neighborhood students and from the New Earth learning site. Meal pick up at all sites is from 11:30 to 1:30 pm Monday through Friday. Students are welcome to pick up meals from any site. Special arrangements can be made by contacting school site administration. Da Vinci is not serving at the 201 N. Douglas campus. Students are expected to be present to pick up meals. However, a parent/guardian/stakeholder may pick up the meals if the student is unavailable. Person picking up must bring either a student ID card or student ID number to support data tracking of needs.. Masks are required, students and staff must keep 6 feet of physical distancing at all times. If a student is sick, a family member may come to collect the meal(s).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.65%			1
African American	%	28.79%	25.32%		38	39
Asian	%	%	1.3%			2
Filipino	%	%	0%			0
Hispanic/Latino	%	61.36%	25.97%		81	40
Pacific Islander	%	%	0%			0
White	%	3.79%	5.19%		5	8
Multiple/No Response	%	3.03%	41.56%		4	64
Total Enrollment					132	154

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		16	12
Grade 10		28	30
Grade 11		43	51
Grade 12		45	61
Total Enrollment		132	154

Conclusions based on this data:

1. Data indicates that higher enrollment is seen in grades 11 & 12 over the past two years with estimates being similar in the 20-21 school years.
2. Due to a reporting issue, some students had their race incorrectly reported as No Response. For African American students, this impacted 2 students, bringing the corrected total to 41 (26.62%), and for Latino students the issue impacted 44 students bringing the corrected total to 84 (54.54%). The correct Multiple/No Response number for 2019-20 is 18 (11.68%).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		17	29		12.9%	18.8%
Fluent English Proficient (FEP)		40	44		30.3%	28.6%
Reclassified Fluent English Proficient (RFEP)		0	0		0.0%	0.0%

Conclusions based on this data:

1. Data indicates that the student enrollment in including increases in English Learners overall and students with Fluent English Proficient stats was slightly less than in the previous year. Reclassification of Fluent English Proficient (RFED) processes for the 2019-20 and 2020-21 school year is a priority for RISE administrative staff.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			50			41			41			82
All			50			41			41			82

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			2531.			9.76			19.51			31.71			39.02
All Grades	N/A	N/A	N/A			9.76			19.51			31.71			39.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			14.63			41.46			43.90
All Grades			14.63			41.46			43.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			12.50			52.50			35.00
All Grades			12.50			52.50			35.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			7.32			63.41			29.27
All Grades			7.32			63.41			29.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			12.20			58.54			29.27
All Grades			12.20			58.54			29.27

Conclusions based on this data:

1. DV RISE administration and staff have made efforts to ensure that students receive the required assessments (CAASP). Enrollment and attendance during the assessment window has been a challenge and students achievement scores in all areas has % below standards set by the CDE as traditional non alternative school.
2. Per the State Board of Education (SBE) and stakeholders concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students, RISE was reconsidered for this accountability measure. .An alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, . . . and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools are allowed to explore the development of modified methods. .
3. The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and will holds DV RISE accountable for modified methods of measurement for accountability indicators, when appropriate.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			50			36			36			72
All			50			36			36			72

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			2434.			0.00			2.78			5.56			91.67
All Grades	N/A	N/A	N/A			0.00			2.78			5.56			91.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			0.00			8.33			91.67
All Grades			0.00			8.33			91.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			2.78			13.89			83.33
All Grades			2.78			13.89			83.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			0.00			36.11			63.89
All Grades			0.00			36.11			63.89

Conclusions based on this data:

- Not all students enrolled participated in CAASP testing. DV RISE students are not achieving at the same levels as classroom based traditional school students. DASS accountability measures are being developed in collaboration with LACOE to support students enrolled in alternative school programs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		*		*		*		4
Grade 10		*		*		*		8
Grade 11		*		*		*		5
Grade 12		*		*		*		6
All Grades								23

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		4.35		17.39		52.17		26.09		23

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		4.35		26.09		26.09		43.48		23

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		0.00		13.04		60.87		26.09		23

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18
All Grades		0.00		43.48		56.52			23

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		60.87		34.78		4.35		23

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		4.35		60.87		34.78		23

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		0.00		78.26		21.74		23

Conclusions based on this data:

1. During the 2019-19 school years, 23% of students enrolled at DV RISE were classified as English Language Learners. The majority of those students (52% fell at level 2 of overall language proficiency). A review of students oral language proficiency indicates that a majority 52% are within the level 2 and level 3 classification stage of development. 60% or more remain in the written language proficiency areas (level 2) with 13% who are farther along in their development .
2. 2018-19 data reveals that 60% of the students assessed in oral language areas are within a somewhat or moderately developed stage. 78% are similarly showing somewhat or moderately developed written expression skills.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
132	76.5	12.9	17.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	12.9
Foster Youth	23	17.4
Homeless	2	1.5
Socioeconomically Disadvantaged	101	76.5
Students with Disabilities	28	21.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	28.8
Hispanic	81	61.4
Two or More Races	4	3.0
White	5	3.8






Conclusions based on this data:

- During the 2018-19 school year, enrollment by race /ethnicity indicates the majority of students enrolled at RISE to be Hispanic (61.4%), 28.8% African American and 3% equally share two or more races or are reported as White.
- The majority of RISE students enrolled during the 2018-19 school) are socioeconomically disadvantaged (76%) have disabilities (21%)and involved in the foster system (17%). Other students were identified as homeless (1.5 %) and English learners (12%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>No Performance Color</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. No data is reported in the CDE Accountability system.

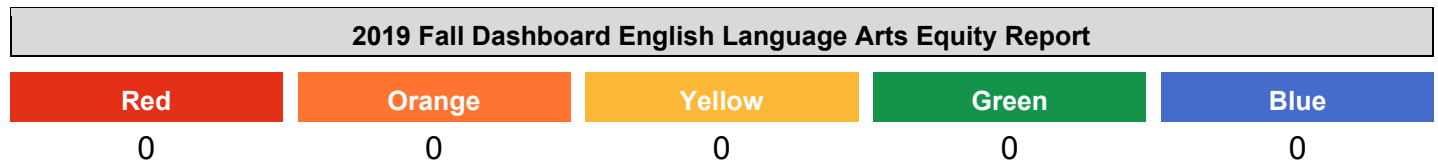
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 53.4 points below standard 31		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 53.4 points below standard 25		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 89.9 points below standard 12	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 30.6 points below standard 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 1	68.3 points below standard 22

Conclusions based on this data:

1. DV RISE serves high-risk students, but are not explicitly required to do so in the EC. The unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)

Suspended (EC Section 48925[d]) more than 10 days in a school year

Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)

Pregnant and/or Parenting

Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days

Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)

Retained more than once in kindergarten through grade eight

Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)

Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)

Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)

Foster Youth (EC Section 42238.01[b])

Homeless Youth

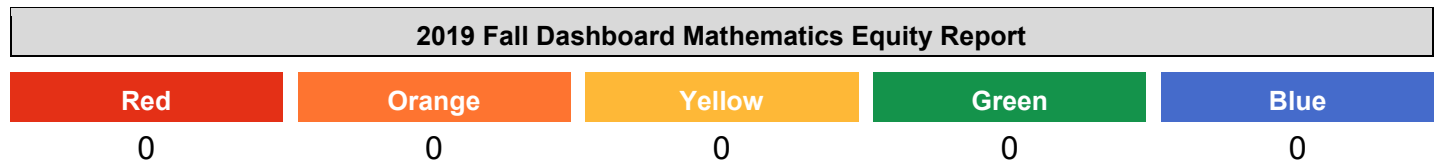
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>188.3 points below standard</p> <p>29</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>192.5 points below standard</p> <p>23</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 215.5 points below standard 12			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 166.9 points below standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		188.3 points below standard 22

Conclusions based on this data:

1. DV RISE serves high-risk students, but are not explicitly required to do so in the EC.. RISE must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)

Suspended (EC Section 48925[d]) more than 10 days in a school year

Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)

Pregnant and/or Parenting

Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days

Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)

Retained more than once in kindergarten through grade eight

Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)

Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)

Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)

Foster Youth (EC Section 42238.01[b])

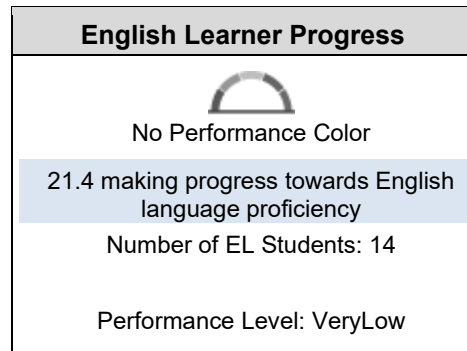
Homeless Youth

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.5			21.4

Conclusions based on this data:

1. DV RISE is evaluating its English Language Learner enrollment and progress towards English language proficiency due to very low performance levels.

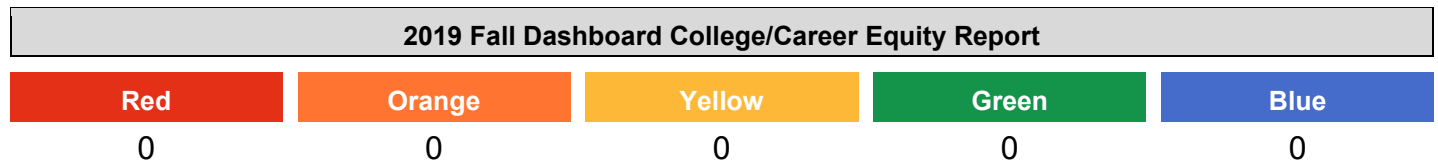
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 5.9 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	5.9 Prepared
Approaching Prepared	Approaching Prepared	9.8 Approaching Prepared
Not Prepared	Not Prepared	84.3 Not Prepared

Conclusions based on this data:

1. DV RISE serves high-risk students, but are not explicitly required to do so in the EC. DV RISE must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:
 - Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
 - Suspended (EC Section 48925[d]) more than 10 days in a school year
 - Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
 - Pregnant and/or Parenting
 - Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
 - Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
 - Retained more than once in kindergarten through grade eight
 - Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
 - Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
 - Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
 - Foster Youth (EC Section 42238.01[b])
 - Homeless Youth
2. DV RISE students enrolled in college and career pathways are being supported by various activities and supports through partnerships and alternative measures are being explored.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. DV RISE is an hon classroom based, independent study hybrid program . Students are not required for in seat attendance and complete work journals outlining the requirements for the hybrid supports and distance learning .

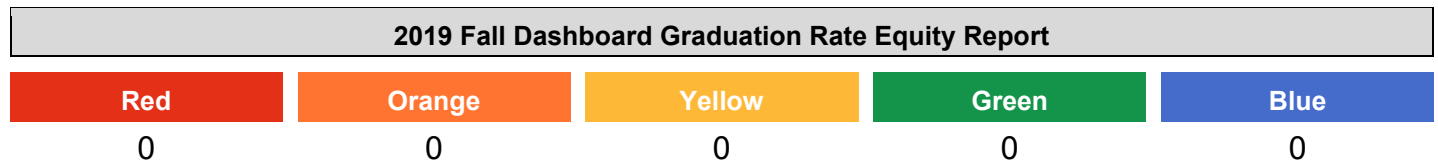
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color <div>35.3</div> 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color <div>30.6</div> 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 50 12	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 25.8 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
	35.3

Conclusions based on this data:

1. Data is being reviewed in terms of the DASS system of accountability.

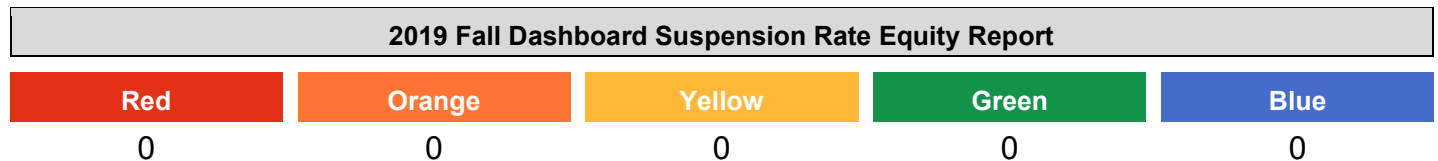
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color <div>6.5</div> <div>214</div>	 No Performance Color <div>9.1</div> <div>33</div>	 No Performance Color <div>12.8</div> <div>47</div>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color <div>9.1</div> <div>11</div>	 No Performance Color <div>7.7</div> <div>169</div>	 No Performance Color <div>20.9</div> <div>43</div>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.2 59			 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 5.5 127	 No Performance Color 5 20		 No Performance Color Less than 11 Students - Data 7

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
		6.5

Conclusions based on this data:

1. DV RISE suspension rates are at 6.5% are are being reviewed by the DV Administration for interventions that support reduction and support of consistent, systematic access to instruction and supports.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Conditions of Learning

LEA/LCAP Goal

All RISE High students will have access to a high-quality, project-based education program leading to a high school diploma and eligibility to a four-year university and/or other post-secondary career options (Conditions of Learning. State Standards (Conditions of Learning) X Priority 7: Course Access (Conditions of Learning)

Goal 1

English Learner, Foster Youth, Homeless and Low-Income will achieve at comparable rates to other groups

Identified Need

English Learner, Foster Youth, Homeless and Low-Income may need additional supports to ensure comparable achievement to other groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course pass rate for significant subgroups	Course completion rate - achievement gap for significant subgroups is noted Quarterly rate (2019-20) Powerschool core course failure by term rate: Q1 baseline: 38% Q2 13% increase 51% Q3 47% decrease 4%	RISE students will have comparable pass rates to all student data
NWEA Map testing	2019 -20 NWEA data indicate RISE student completion of both tests Q1 40% Q2: 37% Q3 53%	70% of RISE students will complete both tests during Q1, Q2 & Q3 administrations
Work journal completion	ADA comparison between 2019-20 and 2020-20 Sem 1 (2019-20) Powerschool ADA rate:77.87	RISE students will show comparable ADA rates among all significant subgroups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

1. Da Vinci RISE will continue to provide communication plans that support English Learner, Foster Youth, Homeless and Low Income students through a variety of communication modes and languages.
traditional methods and social media to contact students not reached during initial attempts.
2. Administrative and student support teams have identified students/families who need additional communication outreach based on lack of student participation in online classes. Parents will be updated several times each week on the instructional program, and on what resources are available and where to get help when needed, including local and state resources such as the CDE Parent Newsletter: <https://www.cde.ca.gov/sp/el/er/elnewsletters.asp>. Da Vinci RISE developed orientation videos for all stakeholders and sent them out through their communication channels.
3. Additional support for students come in the form of grade-level teams, which have qualified teachers, one per content area, so that each teacher teaches students from only one grade level, and teacher teams have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. Teachers have more prep time during the week to make individualized schedules for 1-1 contact and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

Strategy/Activity

Most students fall under one or more of the three categories of ELL, Foster Youth and Socially Disadvantage at RISE

1. Da Vinci RISE will leverages existing resources and infrastructure for specific benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students.
2. Da Vinci RISE will continue to use its website, blog and web portals (Google Classroom and PowerSchool). Da Vinci RISE created specific grade level "trackers" for each grade level so that students (and parents) could easily identify due dates and resources.
3. Da Vinci RISE teachers who have access to Mac Books and other hardware. Google Suite and PowerSchool to provide direct support to students and families. In addition, the Assistant Principals will provide additional support in a variety of ways, including assessing student needs, provide technology trainings, meeting with students and parents regarding academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,287	Title I 2000-2999: Classified Personnel Salaries
1713	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
3333.	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Pupil Outcomes

LEA/LCAP Goal

All RISE High students will have the right to a personalized and individualized education that includes technology skills development, financial literacy, life skills and more to ensure they graduate from RISE High college/career ready. State Priorities: X Priority 4: Pupil Achievement (Pupil Outcomes) X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 2

Da Vinci RISE will deliver High-Quality Distance Learning Instruction to ensure academic progress for all students.

Identified Need

Throughout the last six months of distance learning implementation, Da Vinci RISE has learned from students and families what students need to access and succeed in distance learning instruction, with additional support provided to English Learners, socioeconomically disadvantaged students, homeless and students in foster care. Identified students would participate in a support seminar for reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Work Journal Completion	Sem 1 (2019-20) Powerschool ADA rate: 77.87	RISE students will maintain comparable attendance rates from on campus learning to distance learning
Support Seminar Enrollment (Reading Intervention)	Reading Intervention Enrollment 2019-20 rate: 0	Reading Intervention Enrollment at each Quarter will support 100% of identified students
Course completion	Quarterly rate (2019-20) Powerschool core course failure by term rate: Q1 baseline: 38% Q2 13% increase 51% Q3 47% decrease 4%	Quarterly course completion will increase by each quarter 2020-21.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. RISE students will be monitored and communicated by staff by daily/weekly reviews of course synchronous and asynchronous attendance, work submission and staff engagement for students on their classlists, caseloads. Additional supports for student and families for high quality distance learning include outreach via various online events, including: "Grade Level Gatherings" for students to get together socially, "Meetings with Administration" for parents to connect with the Principal and Assistant Principal, "Planning Workshop" for college planning, and "Town Hall" meetings for all families. Moreover, ensuring social-emotional learning for our students has been prioritized, including the use of county resources such as Headspace

<https://www.headspace.com/lacounty> for meditation, We Rise 2020 with supports for mental health <https://werise.la> .

2. High quality distance learning will also be evident through the implementation of Seminar support classes. Seminar supports for students needing ELA support before college are being explored at all three learning sites.

Extra support will be provided to struggling students through support classes within the regular school day by academic coaches and Student Support team members.. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7644.

Title I
2000-2999: Classified Personnel Salaries

1711.

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating Expenditures

3333.

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental/Stakeholder Involvement & Student Engagement

LEA/LCAP Goal

Every RISE student and their parents and other supportive/mentoring family members will access a safe and welcoming Learning Site and be provided opportunities to be heard and engaged in school life and decision-making. State Priorities: X Priority 3: Parental Involvement (Engagement) X Priority 5: Pupil Engagement (Engagement) X Priority 6: School Climate (Engagement)

Goal 3

Da Vinci RISE will provide academic, social-emotional, and wrap-around service supports within a student-centered, inclusive and caring school culture

Identified Need

Based on student and family input on surveys and in case management/intake meetings and data review of program participation with partnership programs, Da Vinci RISE students need additional support to ensure a sense of connection to the Da Vinci RISE school community and toward their successful entry into the larger social/economic community. Da Vinci RISE sees itself as a family, and supporting students to be part of this inclusive culture is an ongoing need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ACES screening	(# of kids with ACES scores -at risk	100% of RISE students who receive an at risk score on ACES services receive additional services
Partnership Service participation	# of kids with Community partnership services 2019-20 (6% of students are accessing services) APCH New Earth: 2020-21: 100%	20% of students at APCH will access community partnerships for 2020-21 and 100% of New Earth members will be maintained
Annual student survey responses to question: compassionate & caring learning community)	Survey responses (positive responses : 5 point scale) good ,very good, excellent or fair 2018-19 data : 90%	RISE students will respond favorably to the compassionate and caring learning community question with positive responses (good, very good or excellent)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1. Engaging students in the design and implementation of extra-curricular activities and providing the funding for these activities through learning site partnerships is a way to engage students in the inclusive climate of Da Vinci RISE. The support for the creation of program partner driven and student-led clubs and paying for fees for those clubs and associated costs, including college orientations, college classes, industry partnership mentoring, and other events, currently virtual and in-person once on-campus instruction resumes. First generation college- going students benefit from attending virtual college camps/orientations that increase their connections to peers and staff and develop a connection to the school's culture of high achievement and college readiness. Students will participate in college exposure activities (field trips, seminars, workshops, guided case management activities at New Earth, Hawthorne & APCH..

2. Providing a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils increasing students' sense of connection in the Da Vinci RISE community. Counselors utilize a variety of resources, including the CASEL toolkit for support of students and families, along with staff professional development: https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf, along with resources from the California Collaborative for Educational Excellence (CCEE) focused on trauma-informed instruction: <https://k12playbook.ccee-ca.org/distance-learning/dl-details/#SEL>.

Students will receive case management at all three sites from the Student Services team.

3. Finally, an additional focus area for Da Vinci Schools is diversity, equity and inclusion, and resources and professional development from UCLA Center X, along with other resources from the Aspen Institute will be utilized this year: Equity Tool: SEL through a race equity lens: Five strategies for system leader to take action from The Aspen Institute: https://assets.aspeninstitute.org/content/uploads/2018/07/Taking-Action-on-the-Call-to-Action-FINAL.pdf?_ga=2.113778240.651870366.1590850904-1197781885.1590850904

Staff will continue to be trained and explore unconscious biases through org-wide trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15285.	Title I 2000-2999: Classified Personnel Salaries
1712.	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
3334.	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53,352.
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53,352.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$38,216.00
Title II Part A: Improving Teacher Quality	\$5,136.00
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of additional federal funds included for this school: \$53,352.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$53,352.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Title I	38,216.00
Title II Part A: Improving Teacher Quality	5,136.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Budget Reference

Budget Reference

Amount

2000-2999: Classified Personnel Salaries	38,216.00
4000-4999: Books And Supplies	10,000.00
5000-5999: Services And Other Operating Expenditures	5,136.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	Title I	38,216.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,136.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,333.00
Goal 2	12,688.00
Goal 3	20,331.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

Classroom Teachers

Name of Members	Role
Kari Croft	Principal
Meika Nwaomah	Classroom Teacher
Naomi Lara	Classroom Teacher
Mark Scott	Other School Staff
Jennifer Morrison	Parent or Community Member
Kimberlee Kelly	Parent or Community Member
Doug Ashmore	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9-10-2020.

Attested:

Principal, Kari Croft on 9-10-2020
SSC Chairperson, Kimberly Kelly on 9-10-2020