



Da Vinci RISE High School

13500 Aviation Blvd. • Hawthorne, CA 90250 • (310) 725-5800 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Da Vinci RISE High School

13500 Aviation Blvd.
Hawthorne, CA 90250
(310) 725-5800
www.davincischools.org

District Governing Board

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Board President

Jennifer Morgan
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Dr. Tom Johnstone
Member

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Christopher Taylor
Member

Dr. Carla McCullough
Member

District Administration

Dr. Matthew Wunder
Superintendent

Dr. Mary Ring
Executive Director

School Description

Da Vinci RISE High is an Independent Study charter high school that serves students who have struggled to find success in a traditional high school. Many of our students identify as homeless, current or former foster youth, probation youth, or credit-deficient. In addition, we serve a large demographic of students with special needs. Our students receive their educational instruction via a hybrid model that relies on project-based, real-world learning that can be accessed either in-person small group settings, 1:1, or online via our platform, DreamSeeDo. RISE teachers use mastery-based grading to ensure that students work towards concrete, measurable outcomes in each course and to give students multiple opportunities for learning and mastery. All RISE staff are trained in trauma-responsive practices and restorative justice to support students in their socio-emotional growth and to create a safe environment in which they learn and thrive holistically. In addition to our own in-house Mental Health Team, we work closely with community partners and organizations to provide wraparound services for our students, including but not limited to the following: mentorship, career readiness, job training, internship and job opportunities, counseling, process groups, vision and medical, legal support, transportation, meals, and access to a variety of extracurricular opportunities, including sports and arts. RISE is based in Hawthorne, CA, and has a second site in South Central in partnership with A Place Called Home, a community non-profit that has served the community for 25 years. In July of 2020, RISE opened its third location in partnership with New Earth Youth, a non-profit that provides mentor-based arts, educational, and vocational programs that empower and transform the lives of juvenile justice and system-involved youth ages 13-25.

RISE High Mission:

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

RISE High Vision:

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

RISE High Culture and Values:

At RISE High, we commit to strive towards our 5 core tenants (graduate profile):

1. Effective Communicator

- Speaks and writes clearly
- Listens actively
- Resolves conflict peacefully
- Adapts to the needs of the audience
- Engages with print and digital media
- Develops a responsible digital footprint

2. Tactful Collaborator

- Seeks diverse team members
- Listens and acts with empathy
- Owns their role
- Values individual contributions
- Gives and receives feedback
- Owns team outcomes

3. Skilled Problem-Solver

- Analyzes and evaluates academic information, points of view, and industry process.
- Synthesizes conclusions and justifies evidence
- Questions and applies critical reasoning to real-world situations.
- Applies acquired knowledge to the design, creation of and revision of projects

4. Critical Thinker

- Asks questions
- Uses relevant and reliable evidence to support claims
- Designs and implements solutions to complex problems
- Reflects on actions of self and others

5. Empowered Citizen

- Shows empathy and respect
- Understands the power of their own identity
- Seeks cultural understanding
- Makes safe, legal, and ethical choices
- Demonstrates civic responsibility
- Participates in the democratic process
- Impacts the community responsibly

Major Achievements:

* In 2016, Da Vinci RISE High School was one of ten schools chosen from over 700 applications to receive a 10 million dollar XQ Super School Grant.

* In 2018, Da Vinci RISE High School was chosen as a one of four schools nationwide as a Teach For America School to Learn From.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	12
Grade 10	30
Grade 11	51
Grade 12	61
Total Enrollment	154

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	25.3
American Indian or Alaska Native	0.6
Asian	1.3
Hispanic or Latino	26
White	5.2
Two or More Races	5.8
Socioeconomically Disadvantaged	87
English Learners	18.8
Students with Disabilities	15.6
Foster Youth	17.5
Homeless	7.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Da Vinci RISE High	18-19	19-20	20-21
With Full Credential	9	9	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for Da Vinci RISE High	18-19	19-20	20-21
With Full Credential	◆	◆	12
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Da Vinci RISE High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Da Vinci RISE High School uses primarily online teaching materials and primary and secondary texts for our courses. We do not utilize textbooks, and do not have a textbook adoption list.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	29	N/A	42	N/A	50	N/A
Math	3	N/A	30	N/A	39	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	6	N/A	23	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2020-21)

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

* Twice a year, all RISE families are invited to quarter kick-offs. These kick-offs cover topics such as understanding the RISE systems of project-based learning and mastery-based grading, responsibilities, and supports in an independent study setting, individualized pathways for learning, advisory and parent communications, and upcoming trips, workshops, and learning opportunities. RISE also works closely with our co-location partners to offer consistent online opportunities for parent workshops with topics including supporting your virtual learner, understanding your student's Personalized Learning Plan and schedule, and ways of motivating students during remote learning, etc.

- Our RISE Office Managers and Mental Health Team run new student orientations twice a week (Tuesday and Thursday mornings) for all incoming students and families. All students at RISE participate in an orientation meeting with one of the administrators, one member from the Mental Health Team, and one member from our partner organization. During this orientation, students and parents learn about the RISE mission and vision, go over policies and procedures, get introduced to the online learning platform, sign their independent studies contract, select their educational pathway (a-g or state minimum), learn about our partner organizations, and meet their teachers. The most important outcome from our extensive onboard and intake process is creating the student's Personalized Learning Plan (PLP), which details their individualized goals, credit tracker, schedule, and socio-emotional support plan. This time provides a one-on-one environment for relationship building and allows our students and guardians to have full knowledge and agency over their experience at RISE.
- Student supporters are invited to attend student exhibitions twice per year and capstones once per quarter. They are also invited to participate in student-led conferences twice per year. Student-Led Conferences are held to facilitate student reflection on their learning and growth. The goal is to model self-reflection and metacognition so that students learn to monitor their progress continually and identify ways to strengthen their learning and accelerate their growth. SLCs also give teachers, advisors, and student stakeholders an opportunity to identify strengths and areas of growth so that they can better support students towards their goals.

- STAC Meetings are held regularly as a means of intervention and support regarding student behavior, attendance, and academic progress. A student's STAC Team consists of the student; a parent (or other identified adult if the parent is not available); the Supervising Teacher for the student's Master Agreement and program oversight, who also serves as the student's Advisor; and a member of the Mental Health Team (either a Counselor, Advocate Counselor, Social Worker, or Psychologist). At times, the Special Education teacher and/or a student mentor may also be a part of the STAC Team. Together, the support team designs an educational program for the student that will meet both graduation requirements and address the student's long-term career goals and interests. The benefit of the support team is the personalized approach to learning that provides each student and family with a truly individualized educational experience.
- School Site Council has been established in accordance with LCAP to ensure students, parents/guardians, families, staff, and community stakeholders are continually a part of the process for planning and decision-making.
- This year, RISE established its first English Learner Advisory Committee, which meets consistently to advise the principal on how to best support English language learners at RISE. This committee consists of students, stakeholders, staff, and partners who all collaborate through data-informed planning meetings to ensure RISE provides equity to students for whom English is a second language.
- Parents, families, and student supporters are updated regularly on their student's progress via communication from Advisory Teachers. They are also given PowerSchool accounts to log on and check their student's grades whenever they would like. Students have access to these accounts as well.
- RISE Principal Blog is updated monthly with upcoming events, announcements, and reminders for all students and stakeholders. Additionally, RISE leverages students as social media interns, guided by RISE staff, to send out updates, resources, and upcoming opportunities to our community through Instagram, Twitter, and Facebook.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

Emergency Procedures:

Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, lockdown, active shooter, and earthquake drills that happen at regular times during the school year. All drills are treated as real. In the event of a fire drill, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and buildings. Staff and students will meet in pre-assigned areas and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. In the event of a lockdown or active shooter drill, students are directed to shelter in place as classrooms are secured. In the event of an earthquake drill, students are instructed to shelter beneath their desks. In the case of a major emergency (such as a significant earthquake or fire), parents and guardians and other family members should contact the main office or go to www.davincischools.org for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for. Safety preparedness equipment has been secured at both RISE sites to support in the event of an emergency.

2021 School Safety Plan:

A meeting for public input on this Comprehensive School Safety Plan will be held on January 22, 2021, from 8:00-8:30 a.m. via Zoom. The following persons and entities were notified in writing of the public meeting in accordance with Education Code section 32288:

1. School Site Council Members
2. Da Vinci Schools Executive Director, Matthew Wunder, Ed.D.
3. Local Police and Fire Department
4. The plan was adopted by the School Site Council on January 13, 2021
5. The plan is scheduled for approval by the Board of Trustees of DaVinci Schools: LA County on January 27, 2021

The plan is available for public inspection by January 28, 2021.

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions		6.5	9.6	11.5	3.5	3.5
Expulsions		0.0	0.0	0.1	0.1	0.1

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.7	7.7	
Expulsions	0.0	0.0	

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	154

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

Student Support Services Staff (School Year 2019-2020)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English					15	8		1	20	6	1	2
Mathematics					18	6		1	24	3	1	2
Science					31	1	1	1	30	1	1	1
Social Science					29	3		1	28	2	1	1

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	22	55	55

Extensive professional development is a signature practice of RISE High. Every Friday, students engage in independent studies, and RISE staff engage in a full day of professional development. As an entire staff, RISE staff meets to engage in internally and externally facilitated professional development in alignment with our 2020-21 school-wide priorities; Academic Engagement, Student Accountability and Progress Monitoring and Literacy, and EL Supports.

The RISE 2020-2021 working calendar includes 55 professional development days (including Fridays). All staff participates in professional development during these days, which include:

- Best practices around remote learning
- Collaborative meeting with co-location partners to strengthen systems within the partnership (APCH and New Earth)
- Extensive training on restorative justice practices, trauma-informed environments, and culturally relevant pedagogy
- Curricular and behavioral case studies
- Development around project-based learning in an independent study environment
- Planning and strengthening Advisory
- Support for students with IEPs
- Strategies for supporting English Learners
- Coaching meetings and instructional observation debriefs
- Focus on academic and socio-emotional metrics and measures of success
- Presentations from external partners
- School-wide planning and celebrations

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

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

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

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

Types of Services Funded

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

State Priority: Pupil Engagement

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

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

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

Rate for Da Vinci RISE High School	2016-17	2017-18	2018-19
Dropout Rate			20
Graduation Rate			24

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	19870	666	19204	48877
District	N/A	N/A	N/A	
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State	85.0	

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

Rate for Da Vinci RISE High School	2016-17	2017-18	2018-19
Dropout Rate		36.6	28.6
Graduation Rate		50.7	57.1

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	52
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	26.32

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

Career Technical Education Programs

Students have numerous opportunities to explore career paths and prepare for the workforce. Da Vinci Schools offers students a real-world, project-based curriculum that brings industry expertise into the classroom. Local industry professionals work directly with RISE High School students and teachers, providing project planning support, mentoring, guest lecturing, co-teaching, hosting field trips, and more. Students gain additional work experience through required service-learning projects in the community as well as leadership and advocacy opportunities both on and off-campus. Da Vinci Schools established the Real World Learning program in the second semester of 2011-2012 to bridge the gap between the classroom and the workplace. In the first semester of 2019-2020, students completed work assignments with local business and internship partners, including Northrop Grumman, Belkin, Boeing, Mattel, Hilton Hotels, Kerlan-Jobe Orthopedic Clinic, Best Buy, and more.

The Real World Learning program is an opportunity provided to all Da Vinci Schools students at the high school level. This is the “hands-on” component of our cornerstone college preparation and career exploration curriculum. Working for community businesses and organizations, Da Vinci students gain an understanding of the essential skills and work habits necessary for success. The goal of the Real World Learning program is to bridge the gap between the classroom and the workplace.

There are many ways in which our Community Partners participate with our schools:

- Guest Speakers: To add real-world learning to the curriculum, Da Vinci Schools invite professionals to make classroom presentations.
- Career Days: Organizations participate in a career fair at Da Vinci that familiarizes students with potential careers and future employers.
- Project Pitch Panels: Prior to the start of each semester, teachers present their upcoming projects ideas in interdisciplinary teams to a panel of industry professionals. Industry professionals provide feedback, real-world connections, and resources.
- Offsite Teacher Professional Development at Host Organizations: Industry partners host teachers at their workplace for a professional development day to infuse career skills into projects. Host organizations may speak to teachers about gaps they see in candidates, project workflow, and growing industries.
- Field Trips: A group of students visits an organization’s workplace to see individuals in various jobs and the coordination between functions.
- Work Experience Program: A student works unpaid in an organization to learn on-the-job skills and to provide the organization with free help. The assignment is usually two afternoons a week for eight to ten weeks.
- Project Consults: An organization submits a project, such as a marketing campaign geared toward youth, that students complete in a Da Vinci class or seminar, using conference calls and Google folders to receive the organization’s feedback.
- Internship: Da Vinci students welcome the opportunity to apply for internships, which allow more intense workplace learning experiences.
- Other Workplace Opportunities: At the suggestion of an organization, Da Vinci designs a program tailored to fit the organization’s need.

Work Experience and Internship Partners:

Active Ride Shop	Kerlan-Jobe Surgery Center
Banc of California	The Lakes at El Segundo
Barnes & Noble	Lazer Image
Beach Cities Aviation Academy	Lennox L.E.A.P.
Behind the Wheel	Magic Rainbow Preschool
Belkin	Manhattan Tax & Accounting
Best Buy	Mattel
Boeing	Munchkinland
Bristol Farms	Northrop Grumman
CXC Simulations	Nothing Bundt Cakes
DaVita	Old Navy
Denny's	Party City
EagleRider Motorcycle Rental	Patty Brown Physical Therapy
El Segundo Animal Hospital	Petco
El Segundo Photo, Web Design, and Tech Help	Peter Burnett Elementary School
Embassy Suites LAX	PetMart
Felton Elementary School	The Rader Company
Fresh & Easy	Ramada Hotels
Fresh Brothers	REI
GameStop	Roundhouse Aquarium
GameStop - Lennox	Select Physical Therapy
Gema Property Management	South Bay Customs
Haven Academy of the Arts	SpaceX
Hilton Hotels	Toyota Sports Center
Home Goods	TWFG Insurance Services
Juan de Anza Elementary School	Vista Investments
Kerlan-Jobe Orthopedic Clinic	Wiseburn CDC
Kerlan-Jobe Orthopedic Foundation	Yellow Brick Road

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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