

Da Vinci RISE High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Da Vinci RISE High School
Street	201 North Douglas Street
City, State, Zip	El Segundo
Phone Number	(310) 725-5800
Principal	Erin Whalen
Email Address	ewhalen@davincischools.org
School Website	dvrise.davincischools.org
County-District-School (CDS) Code	CA

2021-22 District Contact Information

District Name	Da Vinci RISE High School
Phone Number	(310) 725-5800
Superintendent	Dr. Matthew Wunder
Email Address	info@davincischools.org
District Website Address	www.davincischools.org

2021-22 School Overview

Da Vinci RISE High is an Independent Study charter high school that serves students who have struggled to find success in a traditional high school. Many of our students identify as homeless, current or former foster youth, probation youth, or credit-deficient. In addition, over 31% of RISE students have an IEP. 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 High serves roughly 215 students across three sites, each one partnered with a community non-profit: RISE in South Central is co-located with A Place Called Home; RISE in Hawthorne with Richstone Family Center; and RISE in Culver

2021-22 School Overview

City with New Earth. RISE sites are strategically chosen in communities with high populations of opportunity youth and in partnership with community organizations with strong records of high-quality service provision. RISE students have higher equity needs than their counterparts in LAUSD.

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

2021-22 School Overview

XQ Super School Grant.

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

- Of the 108 RISE alumni to date, 15% were in foster care, 7% were homeless, 8% were on probation, and 10% were involved in more than one system.
- 66% of graduates were credit deficient upon enrollment and earned their diploma within 3 years of enrollment.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	10
Grade 10	25
Grade 11	150
Grade 12	34
Total Enrollment	219

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
Asian	0.9
Black or African American	33.3
Hispanic or Latino	58.4
Two or More Races	3.2
White	2.7
English Learners	12.3
Foster Youth	15.1
Homeless	7.3
Socioeconomically Disadvantaged	80.8
Students with Disabilities	24.2

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A		
Mathematics	N/A		
Science	N/A		
History-Social Science	N/A		
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Da Vinci RISE Hawthorne moved into a newer, more modern campus in 2020-21. This facilities inspection is the first from the new site to appear in this report.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	156	NT	NT	NT	NT
Female	75	NT	NT	NT	NT
Male	81	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	101	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	23	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	156	NT	NT	NT	NT
Female	75	NT	NT	NT	NT
Male	81	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	101	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	23	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	144	23	16	84	17
Female	72	15	21	79	13
Male	72	8	11	89	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Black or African American	46	11	24	76	27
Filipino	--	--	--	--	--
Hispanic or Latino	92	12	13	77	8
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	0	0	100	--
White	--	--	--	--	--
English Learners	21	1	5	95	--
Foster Youth	17	4	24	76	--
Homeless	11	2	18	82	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	10	10	90	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	16	38	62	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	144	22	15	85	23
Female	72	15	21	79	13
Male	72	7	10	90	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	46	9	20	80	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	13	14	86	15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	0	0	100	--
White	--	--	--	--	--
English Learners	21	0	0	100	--
Foster Youth	17	2	12	88	--
Homeless	11	2	18	82	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	8	8	92	--
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	42	16	38	62	6
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	31.21	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 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, prior to the Covid pandemic, 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.

Students at RISE are offered a World of Work course designed to strengthen their employable skills, support them with career and college exploration, and work on the soft skills needed to succeed in the workforce. Additionally, our college counselor leads college and career workshops to provide personalized assistance to students on these key endeavors.

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: Da Vinci Schools invite professionals to make classroom presentations to add real-world learning to the curriculum.
- 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:

138th Street Elementary School
Active Ride Shop
Banc of California
Barnes & Noble
Beach Cities Aviation Academy
Behind the Wheel
Belkin
Best Buy
Boeing
Bristol Farms
CXC Simulations
DaVita
Denny's
EagleRider Motorcycle Rental

2020-21 Career Technical Education Programs

El Segundo Animal Hospital
 El Segundo Photo, Web Design, and Tech Help
 Embassy Suites LAX
 Felton Elementary School
 Fresh Brothers
 GameStop
 GameStop - Lennox
 Gema Property Management
 Haven Academy of the Arts
 Hilton Hotels
 Home Goods
 Juan de Anza Elementary School
 Kerlan-Jobe Orthopedic Clinic
 Kerlan-Jobe Orthopedic Foundation
 Kerlan-Jobe Surgery Center
 The Lakes at El Segundo
 Lazer Image
 Lennox L.E.A.P.
 Magic Rainbow Preschool
 Manhattan Tax & Accounting
 Mattel
 Munchkinland
 Northrop Grumman
 Nothing Bundt Cakes
 Old Navy
 Party City
 Patty Brown Physical Therapy
 Petco
 PetMart
 The Rader Company
 Ramada Hotels
 REI
 Roundhouse Aquarium
 Select Physical Therapy
 South Bay Customs
 SpaceX
 Toyota Sports Center
 TWFG Insurance Services
 Vista Investments
 Wiseburn CDC
 Yellow Brick Road

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	42
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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:

* Given rolling enrollment, our RISE Office Managers, counselor, attendance and enrollment coordinator, and student support services team run new student orientations and intakes weekly for all incoming students and families. All students at RISE participate in an orientation meeting with one of the administrators, one member from the student support services team (SSS), 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, RISE or state minimum), learn about our partner organizations, and meet their teachers. The most important outcome from our extensive onboarding 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.

2021-22 Opportunities for Parental Involvement

* Student supporters are invited to attend student exhibitions and student-led conferences yearly. An exhibition is an event where students share the products of their project-based learning courses at RISE. 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. SLC's 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 (SSC) has been established in accordance with state requirements to ensure students, parents/guardians, families, staff, and community stakeholders are continually a part of the process for planning and decision-making.

* The English Learner Advisory Committee (ELAC) 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	20.0	20.3	25.0	28.6	23.8	14.3	9.0	8.9	9.4
Graduation Rate	24.0	14.1	13.2	57.1	60.0	72.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	76	10	13.2
Female	36	7	19.4
Male	40	3	7.5
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	22	2	9.1
Filipino	0	0	0.00
Hispanic or Latino	45	6	13.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	15	1	6.7
Foster Youth	20	3	15.0
Homeless	12	0	0.0
Socioeconomically Disadvantaged	72	8	11.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	29	2	6.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	269	247	205	83.0
Female	126	118	92	78.0
Male	143	129	113	87.6
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	88	81	64	79.0
Filipino	0	0	0	0.0
Hispanic or Latino	155	142	124	87.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	10	10	100.0
White	9	9	3	33.3
English Learners	33	28	24	85.7
Foster Youth	53	44	38	86.4
Homeless	23	22	20	90.9
Socioeconomically Disadvantaged	217	200	176	88.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	72	60	83.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.54	0.00	11.54	1.87	3.47	0.20
Expulsions	0.00	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.29	7.95	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Emergency Procedures:

Our staff is trained 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 regularly 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 meet in pre-assigned areas and 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 the Comprehensive School Safety Plan was held on January 14, 2022, 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 Superintendent, Matthew Wunder, Ed.D.
3. Local Police and Fire Department
4. The plan will be adopted by the School Site Council on January 19, 2022
5. The plan is scheduled for approval by the Board of Trustees of DaVinci Schools: LA County on January 19, 2022

The plan is available for public inspection by January 20, 2022

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	8		1
Mathematics	18	6		1
Science	31	1	1	1
Social Science	29	3		1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	6	1	2
Mathematics	24	3	1	2
Science	30	1	1	1
Social Science	28	2	1	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	9	2	1
Mathematics	15	5	2	1
Science	22	4		1
Social Science	22	4	1	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	219

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20859	631	20228	50716
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	82.2	

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Extensive professional development is a signature practice of RISE High. Every Friday, students engage in independent studies, with an option to come in for individualized services between 9am-12pm, 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 2021-22 school-wide priorities; data-driven decision making, school culture, and literacy.

The RISE 2021-2022 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 (flipped classroom model through the modern classrooms project)
- * PBL and interdisciplinary curriculum building
- * Collaborative meetings with co-location partners to strengthen systems within the partnership (APCH, Richstone, and New Earth)
- * Extensive training on restorative justice practices, trauma-informed environments, and culturally relevant pedagogy
- * Curricular and behavioral case studies
- * 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 implementing these practices via weekly check-ins, observations, coaching cycles, and mid-year and end-of-year evaluations.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	55	55	55