

# Da Vinci RISE High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	Da Vinci RISE High School
<b>Street</b>	201 North Douglas Street
<b>City, State, Zip</b>	El Segundo
<b>Phone Number</b>	(310) 725-5800
<b>Principal</b>	Naomi Lara
<b>Email Address</b>	nlara@davincischools.org
<b>School Website</b>	dvrise.davincischools.org
<b>County-District-School (CDS) Code</b>	19-10199-0138669

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Da Vinci RISE High School was designed to provide an equitable education for students traditionally left out of the larger educational narrative—those navigating foster care, housing instability, probation, and/or other circumstances that have interrupted their academic journeys, often causing credit deficiency towards obtaining a high school diploma. RISE believes that if we build with the needs of the most at-risk youth in mind, we will not only create an empowering school for them, but we will create a school that is well equipped to serve students with a vast array of skill sets and needs. The RISE model takes a responsive and holistic approach to education, acknowledging and adapting learning to accommodate the additional responsibilities and priorities students have in their lives outside of school. Of the 189 current RISE students, 24% have an IEP, 27% have been involved in the foster care system, 8% have experienced or are experiencing housing instability, 12% are involved with the justice system, and 7% are pregnant or parenting.

Our students receive their educational instruction via a hybrid independent studies model that relies on project-based, real-world learning that can be accessed either in-person small group settings, 1:1, or online via Canvas and Google Classroom. RISE teachers use mastery-based grading to ensure that students work towards concrete, measurable outcomes in each

## 2023-24 School Description and Mission Statement

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 where 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 189 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 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 High Mission:

RISE High exists to provide our students with an individualized education through the coalescence of their personal and professional goals, their interests, and 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

## 2023-24 School Description and Mission Statement

- 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 one of four schools nationwide as a Teach For America School to Learn From.

\* In 2022, Da Vinci RISE High School was awarded as semifinalists for the YASS Prize.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	12
Grade 10	21
Grade 11	90
Grade 12	64
<b>Total Enrollment</b>	<b>187</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.7%
Male	41.2%
Black or African American	29.9%
Hispanic or Latino	59.9%
Two or More Races	2.7%
White	3.7%
English Learners	16.6%
Foster Youth	19.8%
Homeless	5.9%
Socioeconomically Disadvantaged	92.5%
Students with Disabilities	29.9%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.20	76.56	314.10	59.37	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	13.10	2.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	42.50	8.05	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	21.98	139.00	26.27	12115.80	4.41
<b>Unknown</b>	0.10	1.47	20.20	3.82	18854.30	6.86
<b>Total Teaching Positions</b>	8.10	100.00	529.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.20	58.89	327.80	57.81	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	27.10	4.79	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	40.80	7.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.20	31.67	137.00	24.16	11953.10	4.28
<b>Unknown</b>	0.60	9.17	34.10	6.03	15831.90	5.67
<b>Total Teaching Positions</b>	7.20	100.00	567.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.80	2.20
<b>Total Out-of-Field Teachers</b>	1.80	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	N/A		
<b>Mathematics</b>	N/A		
<b>Science</b>	N/A		
<b>History-Social Science</b>	N/A		
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

### School Facility Conditions and Planned Improvements

<b>Year and month of the most recent FIT report</b>				January 2024
<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	15	9	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	10	22	24	33	34

## 2022-23 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	83	46	55.42	44.58	8.70
<b>Female</b>	42	19	45.24	54.76	15.79
<b>Male</b>	39	25	64.10	35.90	4.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	24	17	70.83	29.17	0.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	48	26	54.17	45.83	7.69
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	10	55.56	44.44	--
<b>Foster Youth</b>	17	8	47.06	52.94	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	72	37	51.39	48.61	2.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	13	65.00	35.00	7.69

## 2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	83	42	50.60	49.40	9.52
<b>Female</b>	42	16	38.10	61.90	12.50
<b>Male</b>	39	24	61.54	38.46	4.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	24	16	66.67	33.33	0.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	48	23	47.92	52.08	8.70
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	9	50.00	50.00	--
<b>Foster Youth</b>	17	8	47.06	52.94	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	72	33	45.83	54.17	3.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	11	55.00	45.00	18.18

## 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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	9.09	12.50	27.78	35.14	29.47	30.29

## 2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	38	16	42.11	57.89	12.50
<b>Female</b>	25	11	44.00	56.00	0.00
<b>Male</b>	13	5	38.46	61.54	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	12	57.14	42.86	8.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	32	15	46.88	53.12	13.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	6	40.00	60.00	--

## 2022-23 Career Technical Education Programs

The purpose of Da Vinci's Real-World Learning Learning Program is to prepare students for success after high school and launch them into financially stable and fulfilling lives. At Da Vinci RISE High School, we firmly believe that students can and should live lives of their design with the support of a caring adult community and access to equitable opportunities to achieve their greatest potential. Through the support of our community and industry partners, we are continuously developing a suite of initiatives to meet our students where they are through a journey of self-discovery, help them develop their skills, and enable them to meaningful connections with the world of work. Our vision is to create an innovative and comprehensive program that equips our students with the knowledge, skills, and confidence they need to make informed decisions about their future careers. Da Vinci Schools offers students a real-world, project-based curriculum that brings industry expertise into the classroom.

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 assist students with these key endeavors. RISE collaborates with co-location and community partners to support engaging and relevant curriculum and experiences for career readiness.

The Real World Learning Program aims to bridge the gap between the classroom and the workplace. The core principals of the Real World Learning Program are:

- \* Holistic Exploration
- \* Real-World Exposure
- \* Personalized Guidance
- \* Skill Development
- \* Community Engagement
- \* Equity and Inclusion
- \* Continuous Improvement

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.
- Field Trips: A group of students visits an organization's workplace to see individuals in various jobs and the coordination between functions.
- In-school experiences: courses taught by partner organizations and/or industry partners to provide equitable access to real-world experiential learning.
- 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.
- Internship: Da Vinci students welcome the opportunity to apply for internships, which allow more intense workplace learning experiences.

Work Experience and Industry Partners:

Adidas  
Benkadi  
Big Picture Learning  
Cotton-On  
Hawthorne Teen Center  
Indivisible Arts  
Kaiser Permanente School of Medicine  
Kinecta Credit Union  
Music Forward Foundation  
Music To The Ears Foundation  
New Earth Arts and Leadership Center  
Pass It Forward Foundation  
RIOS  
SpaceX  
Sharefest  
Southbay Workforce Investment Board  
The ADVOT Project  
The Work  
UCLA Youthsource Center

## 2022-23 Career Technical Education Programs

USC Center for Affective Neuroscience, Development, Learning and Education

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	59.26

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

## 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.

## 2023-24 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, and student support services team run new student orientations and intakes weekly for all incoming students, parents/guardians, and stakeholders. 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, learn about educational pathways (A-G, RISE or state minimum), learn about our partner organizations, and meet their teachers. Within their first week, students meet with their counselor to review transcripts and select educational pathway and and their case manager to complete an intake to assess social emotional and mental health history and needs. The most important outcome from our 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.

\* The student support services department guides RISE's efforts to increase culturally responsive family engagement by providing home visitations, family counseling, opportunities for independent studies collaborative planning, and trainings to RISE parents and family members on topics such as fostering positive social-emotional environments in the home, building emotional resilience, and employing restorative practices, among many others. RISE High collocation partners also build family capacity by providing family therapy services with intensive focus on family mental health, substance abuse counseling, and resources to support parent efforts to partner with their children in their education, and support them with positive youth development strategies.

\* 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. In 2022-23 over 156 STAC meetings were held.

\* 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) advises 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 access to join Canvas courses as a supporter to log on and check their student's progress whenever they would like. Students have access to these accounts as well.

\* RISE Blog is updated with upcoming events, announcements, and reminders for all students and stakeholders. Additionally, RISE leverages social media interns to send out updates, resources, and upcoming opportunities to our community through Instagram.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	25	17.2	89.1	14.3	13.4	13.8	9.4	7.8	8.2
<b>Graduation Rate</b>	13.2	12.5	8.7	72.7	72.7	77.2	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	46	4	8.7
<b>Female</b>	26	3	11.5
<b>Male</b>	20	1	5.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	15	1	6.7
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	23	1	4.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	19	2	10.5
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	4	9.1
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	19	1	5.3



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	247	230	191	83.0
Female	134	122	106	86.9
Male	107	102	80	78.4
Non-Binary	6	6	5	83.3
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	77	71	59	83.1
Filipino	0	0	0	0.0
Hispanic or Latino	141	132	106	80.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	8	88.9
White	11	10	10	100.0
English Learners	35	35	28	80.0
Foster Youth	58	53	46	86.8
Homeless	15	14	12	85.7
Socioeconomically Disadvantaged	228	214	181	84.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	83	66	79.5

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	2.02	1.87	4.48	5.74	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.02	0
Female	2.24	0
Male	1.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.9	0
Filipino	0	0
Hispanic or Latino	1.42	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.86	0
Foster Youth	6.9	0
Homeless	0	0
Socioeconomically Disadvantaged	2.19	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.16	0

## 2023-24 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 location. 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](http://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.

All RISE High staff are trained in Non-Violent Crisis Intervention and Restorative Practices. Student services and administrative staff have provided additional training in identification and actions to be taken for crisis needs and resource sharing.

RISE Trauma Informed approach to discipline consists of two core practices that live in the day-to-day activities and experiences across the school:

1. The building of healthy relationships and the fostering of a strong sense community and trust
2. The protecting and restoring of these relationships and trust when a breach occurs

Discipline includes, but is not limited to, advising and counseling students, and conferring with parents, and determining appropriate consequences. It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately long-range results may include resentment, revenge, rebellion, and/or retreat. Suspension shall be imposed only when other means of correction fail to bring about proper conduct.

## 2023-24 School Safety Plan

The following are list of alternatives to be considered before suspending a student:

1. Conference between staff, parent, and the student
2. Parent shadowing
3. Mentorship (peer/teacher)
4. Written assignment, research, or presentation reflecting on the student's behavior
5. Referral to a school counselor, psychologist, social worker, case manager, or other school support service personnel for case management and counseling
6. Intervention-related teams to assess student behavior, and develop and implement an individualized behavior plan in partnership with the student and his/her parent
7. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an IEP or Section 504 Plan
8. Enrollment in a program for teaching prosocial behavior or anger management
9. Participation in a restorative justice program
10. A positive behavior support approach with tiered interventions that occur during the school day at the Learning Site
11. Out-of-school programs that address specific behavioral issues or expose students to positive activities and behaviors
12. Volunteer work or community service
13. Loss of privileges

2022-23 School Safety Plan:

The Comprehensive School Safety Plan was reviewed and approved at the School Site Council Meeting on January 25, 2023. Please email the Executive Director or school principal for a copy of the full DV RISE School Safety Plan.

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	5	2	1
Mathematics	28	3	1	2
Science	31	2	1	2
Social Science	24	5	2	1

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	45	1	0	3
Mathematics	30	2	1	2
Science	82	0	0	2
Social Science	27	3	3	1

## 2022-23 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	0

## 2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	36694	2596	34098	64192
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	127.0	

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional development at Da Vinci RISE High School focuses on universal expectations of all RISE employees; systems and logistics, trauma informed care, restorative justice, advisory and SEL development, partnerships and competency-driven instruction. RISE teachers are supported with project-based learning, mastery-based grading, curriculum design, online adaptive technologies, grading/feedback, and pedagogical development. Each school year begins with two weeks of professional development and the beginning of second semester begins with one week of professional development. Additionally, at least one Friday per month is dedicated to a full day of professional development for RISE staff to engage in internally and externally facilitated professional development aligned with our 2022-23 school-wide priorities: Project Based Learning, Advisory Communities and Wellness. Every Friday, students engage in independent studies with an option to come in for individualized services between 9am-12pm on Fridays that are not dedicated to professional development.

The RISE 2022-2023 working calendar includes 31 professional development days (including Fridays).

- \* 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
- \* Focus on academic and socio-emotional metrics and measures of success
- \* Presentations from external partners
- \* School-wide planning

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	55	31	26